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ABSTRACT

This report measures discrimination based on sex at the 20 institutions composing the City University of New York (CUNY) system. Following introductory material, chapter two reviews the status' of women in the administration with emphasis on rank, profiles, sex typing, and discriminatory practices. Chapter three reviews the status of women faculty members, particularly in relation to employment and career patterns, case studies, and women's field. Chapter four presents an overview of women in academic decisionmaking emphasizing departmental chairpersons, faculty committees, and the university faculty senate, CUNY, an educational environment for women students, is reviewed in Chapter five based on enrollment patterns, major fields, performance patterns and educational environment. Other problem areas studied include affirmative action, fringe benefits, and grievance procedures. In an effort to achieve equity, recommendations are suggested in the areas of: commitment, conditions of employment, conditions of educational environment, the appointment of an affirmative action officer for women, and a successor committee. Appendices are included. (MJM)

ED 081347

THE STATUS OF WOMEN AT THE CITY UNIVERSITY OF NEW YORK

A REPORT TO THE CHANCELLOR

Chancellor's
Advisory Committee
on the
Status of Women
at the City University
of New York

HE 004 500

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CHANCELLOR'S ADVISORY COMMITTEE ON THE STATUS OF WOMEN

SUMMARY OF FINDINGS

Women employees of the City University of New York are the victims of sex discrimination in hiring, promotion, and salary determination, according to The Status of Women at the City University of New York: A Report to the Chancellor, a research project recently completed by the Chancellor's Advisory Committee on the Status of Women.

The study documents the status of faculty, administrative, and student women at CUNY and contains 37 resolutions, recommending actions to be taken by CUNY to demonstrate its "fundamental concern for the status of women."

Chairperson of the nine-member committee was Professor Marilyn Gittell of Queens College. The other committee members were Blanche D. Blank, Irene Impellizzeri, Zelda Jonas, Ann Marcus, Sylvia Martin, Virginia Sexton, Patricia Stonewall, and Elizabeth Wickenden. All except Ms. Jonas were CUNY employees. She is an attorney who has been active in the National Organization for Women. Katherine Klotzburger served as project director of the year-long study.

The Committee's research revealed that CUNY is fraught with sex-typing of educational and occupational categories. It is therefore, according to the report, unable to provide a full range of opportunities to all individuals regardless of sex. Following are some of the highlights of the study.

In the fall of 1971, women comprised 30% of the CUNY workforce, a figure well below their 40% representation in the national labor force. Nor were they evenly distributed throughout the CUNY workforce. Women were 22% of the administrative personnel, about one-third (32%) of all faculty members, and over 95% of the secretarial and clerical staff.

Within the various job categories, two over-arching patterns prevail. First, the sexual composition of each job category is such that the higher the rank the lower the percent representation of women and second, the distribution of the ranks within each sex is such that the largest percent of women are found in the lower ranks.

These patterns are all the more telling given the huge growth of the CUNY system during the past decade. Women have not obtained an equitable share of that expansion. In most cases, their growth has been only in the lower job titles. In some cases the percentages of female representation in a job category have deteriorated markedly. For example, in the last six years the number of associate deans at the senior colleges increased from four to 22. In the 1965-66 academic year, women were 50% of these positions. In the fall 1971 semester they were 18.2%.

Never in the history of CUNY has there been a woman chancellor or vice chancellor and only one woman has held the position of University dean. During the 1971-72 academic year, only two of 20 college presidents were women. Of the 49 different persons who have served as CUNY college presidents since 1939 only five have been women and two of these were acting presidents.

During 1971-72 only 8% of all college deans were women and there were no female full deans of faculty. Those middle-level administrative positions in which women were found tended either to reflect sex stereotypes, such as Dean of Nursing, or to lack policy-making influence. In other administrative titles the same

patterns are found: in the Higher Education Officer category only 16.7% in the top rank were women. In fall 1971 there were no women full registrars and only one woman business manager in all of the CUNY colleges. The typical CUNY pattern, then, is that of male administrators assisted by females.

Sexual segregation is prevalent throughout the supportive staff. Of the 82 classified titles at CUNY, approximately half are totally segregated by sex: 30 are all-male (e.g., architect, executive chef, motor vehicle operator, engineer) and nine are all-female (e.g., staff nurse, head cashier, waitress, secretary, hostess, dietician). All of the latter are lower paying occupations.

Only in the secretarial titles do women form a percentage greater than their presence in the total CUNY workforce. Yet they continue to experience discrimination as demonstrated by the significantly different distribution of the ranks between women and men: although men form only about 4% of these positions, they are found nearly three times as often as women in the highest secretarial rank.

Women comprise 32% of the CUNY faculty but are distributed unevenly with 59% being clustered in the non-tenure bearing titles. Men more frequently than women are hired into the CUNY system at upper rank titles: 14% of the men and 7.5% of the women were initially appointed as associate or full professors. In 1971-72, 43 male and no female full professors were hired. Inequitable representation and distribution is found even in predominately female departments such as nursing and elementary education where upper professorial rank positions are not allocated with the same

frequency that these lines are given to the total faculty of a college. For example, there are four times as many full professors on the faculties of the CUNY community colleges than are found on the nursing faculties of those colleges.

Overall, faculty women earn less than faculty men at the same rank, a finding that can only be accounted for by the fact that men are initially hired at higher salary levels than women of comparable qualifications. And they take longer than men, on the average, to achieve promotion, the biggest promotional hurdle for women being between the assistant and associate rank.

Women are conspicuous by their lack of participation in faculty administrative activities: in the past decade (1962-63 to 1971-72) women averaged 15.4% of departmental chairpersons at the senior and 18.3% at the community colleges. Women are never more than a quarter of those elected to departmental Committees on Personnel and Budget, which make major decisions on appointments and promotions. On College Faculty Committees on Personnel and Budget the average female representation during the past decade has been under 15%.

Despite a variety of program offerings, sex stereotyping of student enrollments is immediately evident and reflective of societal expectations. Women students are highly concentrated in "women's fields" with nearly three-fourths of all senior college undergraduate women students majoring in programs having 90% or greater female enrollments.

It may also be noted that women are not gaining entrance to male-identified fields. For example, CACSW data on degrees

awarded between the 1967-68 and 1971-72 academic years shows that the percentage of women earning the B.B.A. (bachelor of business administration) degree has declined. Throughout this same period, women remained less than 1% of the B.E. (bachelor of engineering) degree recipients. Services for women students including counseling, health care, and child care are non-existent or severely limited.

CUNY's career expectations for women students, as reflected in brochures used for admission counseling, are overtly sex-biased in their portrayal of available opportunities. For example, they picture female nurses and secretaries and male engineers. Furthermore, it appears that efforts by undergraduate women to study and work outside sex-stereotyped majors are not encouraged.

The Committee's investigation of the sex distribution of major sources of graduate financial aid indicates that graduate women have more restricted access to financial aid than do graduate men. Although during 1971-72 graduate women received aid in proportion to their representation, the amount received per woman averaged $1,000 less than the amount received per man.

Finally, it must be noted that there are no departmental affirmative action plans at CUNY and that none of the college plans relate seriously to the problems of equal employment opportunities for women. A reliable data profile of the University by sex has yet to be compiled. Availability figures for women at CUNY, required by the Department of Labor's Revised Order No. 4, are being presented for the first time in this report.

The report details a wide variety of CUNY practices which the committee found to be prejudicial toward women. Its 37 recommendations to the Chancellor

are directed at changes in University policies and procedures which would provide greater equity and participation for women at CUNY.

According to the report, "it can be seen that public higher education at CUNY continues to be reflective of the mythologies, values, and socialization processes of the larger American society. University policies and practices reinforce the notion that abilities and interests are determined by sex and the inferior nature of areas differentiated as female is made obvious. Any casual visitor to the University will immediately notice that the professors and administrative officers are male, while the administrative assistants and "housekeeping" personnel are female. Accompanying and reinforcing this male-defined structure is a failure on the part of CUNY to take seriously the contributions of women to academia as well as to society. Thus, we must conclude that while CUNY is no worse than other higher education institutions in its failure to grant equal opportunity to women, it is not significantly better. Certainly, it is not as forward-looking as might be expected of an urban, socially-concerned educational institution."

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Chancellor's
Advisory Committee
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Status of Women
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of New York

December, 1972

The City University of New York
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CUNY COLLEGES: FOUNDING DATES [1]

DATE	COLLEGE
1970	*Medgar Evers College (ME)
1968	Eugenio Maria De Hostos Community College (HosC)
1968	Fiorello H. LaGuardia Community College (LaGC)
1966	*York College (Y)
1965	*Richmond College (R)
1964	*John Jay College of Criminal Justice (JJ)
1963	Borough of Manhattan Community College (BMC)
1963	Kingsborough Community College (KC)
1963	Mount Sinai School of Medicine (MS)
1961	Graduate School and University Center (GSUC)
1958	Queensborough Community College (QC)
1957	Bronx Community College (BxC)
1955	Staten Island Community College (SIC)
1946	New York City Community College (NYCC)
1937	Queens College (Q)
1931	Herbert H. Lehman College (L)
1930	*Brooklyn College (B)
1919	*Bernard M. Baruch College (Bch)
1870	*Hunter College (H)
1847	*City College of New York (CCNY)

*Senior colleges.

1. The colleges are listed in the data tables of this report according to the code which appears after their name.

ACKNOWLEDGEMENTS

This report is the first study to measure discrimination based on sex at a University system composed of many (20) colleges. Previous studies have been limited to either individual institutions or academic disciplines. This mammoth research project entailed more than a year's work. As project director, I would like to thank each person who aided the Committee and its research staff in efforts to document the status of women at CUNY. Hopefully, we will all remain involved in the continuing movement to end sex discrimination at this University.

I would like to extend my sincere appreciation to Chancellor Robert J. Kibbee for his professional support which allowed the Committee and its research staff to function autonomously. In addition, the Office of the Chancellor, operating through Vice Chancellor J. Joseph Meng, must be thanked for the funding and facilities provided to the Committee's research staff.

As my office began to search for data within CUNY, it received assistance and encouragement from numerous women and men at the colleges. I cannot possibly name all these people, but I trust that they feel a part of this report and of our continuing efforts.

The mandate to the Chancellor's Advisory Committee on the Status of Women could not have been accomplished without the determined efforts of my research staff—the full-timers, part-timers, and volunteers. Working together, the staff developed a set of complementary skills, respect for each person's area of expertise, and a willingness to pitch-in during those all too frequent times when the workload became overwhelming. Everyone, men as well as women, believed in the importance of the report and put a tremendous amount of professional and personal energy into it.

I would especially like to thank the following: Rosiland Berlow, for her research and briefing papers which formed the basis for our non-quantitative analysis; Marilyn Falik, for her comprehensive efforts at data collection within the massive CUNY system; Amy Bridges, for her ability to collapse the data into a meaningful context; Linn Shapiro, for her innumerable drafts from which this final report emerged; Tricia Litow, for her dual role of statistician and graphic artist; and Nancy Lull, for her enthusiasm to assume a variety of office tasks. Finally, my love and thanks to Deja Strauss who worked as my secretary and administrative assistant and who devoted herself to this project since its inception.

Katherine M. Klotzburger
New York City
February 1973

PREFACE

The Chancellor's Advisory Committee on the Status of Women was established in December 1971 by Chancellor Robert J. Kibbee to undertake an in-depth inquiry into the problem of discrimination against women at CUNY and to recommend meaningful changes in policies and practices to advance the status of women at CUNY. "Its mission is important," said Chancellor Kibbee, "not only for CUNY, but because it suggests a new mechanism for providing university administrators with women's perspective in matters relating to employment for women."

In light of this mandate, the Committee determined that its main effort would be to provide the Chancellor with a report detailing the status of women at the University. Causes and explanation for apparent discriminatory practices were to be sought through research into the relation of institutional structures and educational policies to the status of women as faculty, as staff, and as students. Within this framework, the Committee examined the CUNY system with a view toward policy changes as the necessary and proper means to overcome patterns of differential treatment within the system.

It is the opinion of the CACSW that CUNY, as the largest urban university system in the world, with a 125-year tradition as a force in the intellectual community, should recognize the development of policies related to the social goals of a democratic society as one of its appropriate roles. The recommendations of this report develop informed social policy on the issue of the status and needs of women at CUNY. Moreover, they enable the University to reassert its historical role as a provider of equal educational and career opportunities to all citizens of New York City.

With the transmission of this report to the Chancellor, the Committee urges CUNY, in each of its socio-educational tasks, to take a stand on discrimination based on sex which is so deeply embedded in the American way of life, to implement policies that will erase from CUNY the problem of the low status of women, and to act as a counter-force to societal sexism. The sooner this happens the sooner will come an improvement in the quality of life of all the people of our nation.

CHAPTER I: INTRODUCTION

The creation of the CACSW was a voluntary effort on the part of City University to investigate the status of women. The Committee's formation reflects the climate created by the national and local women's rights movement as well as governmental efforts to provide equal opportunity for women. It was in keeping with these currents and with CUNY's tradition as a socially-responsible public institution that the Committee carried out its mandate.

For nearly two centuries women were all but excluded from higher education in the United States. Although this situation has changed dramatically, recent investigations by various study committees and women's groups across the nation have clearly indicated that educational and employment opportunities for women remain unequal to those for men. In fact, conditions today are worse than they were earlier in this century. For example, the percentage of women graduate students and faculty in higher educational institutions is less now than it was in 1930, the latter being approximately 20% today compared to 30% in 1930. Moreover, women academics are likely to be found in the lower faculty ranks, in less prestigious institutions, and in certain sex-stereotyped "female fields," such as education, home economics, and nursing. They are also likely to be earning less than their male counterparts with similar skills.[1] As the following report will document, the situation is no different at CUNY.

A. THE CUNY SYSTEM

The City University of New York is a public higher education institution consisting of 20 semi-autonomous institutions: nine senior colleges (four-year institutions), eight community colleges (two-year institutions), an upper division college which admits students at the junior level, a Graduate School and University Center (GSUC) which offers doctoral degrees, and an affiliated medical school. CUNY is governed by a mayorally-appointed Board of Higher Education (BHE) of the City of New York. The BHE Bylaws, together with the Manual of General Policy developed in accordance with Bylaw provisions, are the governing documents of the CUNY system.[2] CUNY is the largest urban university system in the world, and the third largest public higher education system in the United States. During 1971-72, it employed approximately 22,000 faculty, administrators, and support staff persons and served roughly 230,000 students.

The University was founded in 1961, although the system of municipal colleges traces its origins to 1847 when City College was founded. City and Hunter Colleges were placed under the direction of the BHE in 1926; Brooklyn and Queens Colleges were subsequently added to the system, and in 1961, the colleges then under the jurisdiction of the Board of Higher Education became the City University of New York. Since then the University has undergone rapid growth, establishing several new colleges and hiring many new faculty and administrative personnel. Beginning in fall 1970, the University adopted a policy of Open Admissions, whereby every high school graduate who is a New York City resident has access to one of the colleges of City University.

The vast majority of City University employees are unionized. After an election in the late 1960s, the BHE recognized two bargaining agents representing the instructional staff: the Legislative Conference

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1. The proportion of women receiving doctorates has never equalled that of the suffrage movement days of the 1920s, as demonstrated by Table I-1. The most detailed discussions of this are found in Jessie Bernard, *Academic Women* (University Park: The Pennsylvania State University Press, 1964). Other reference sources include: 1) Helen Astin, *The Woman Doctorate in America* (New York: Russell Sage Foundation, 1969); 2) Mabel Newcomer, *A Century of Higher Education for American Women* (New York: Harper Brothers, 1959); and 3) U.S. Department of Labor, Wage and Labor Standards Administration. Women's Bureau. *Fact Sheet on Trends in Educational Attainment of Women* (August 1969).
2. The provisions of a duly negotiated union agreement or of a duly adopted college governance plan supersede any conflicting provisions contained in the Bylaws.

TABLE I-1: NUMBER AND PERCENT OF WOMEN RECEIVING PH.D.s NATIONALLY: 1920-1969

Years	# Total	# Women	% Women
1920-29	1,616	11,889	15.3
1930-39	3,763	25,586	14.7
1940-49	4,092	30,555	13.4
1950-59	8,208	82,814	9.9
1960-69	15,680	154,111	11.6

SOURCE: National Academy of Science, National Research Council, *Doctorate Production in the United States Universities, 1920-1962* (compiled by Lindsey R. Harmon and Herbert Soidz, Washington, D.C., Publication No. 1142, National Academy of Sciences); U.S. Bureau of the Census, *Statistical Abstract of the United States* (Washington, D.C.: U.S. Government Printing Office, 1964ff); and U.S. Department of Health, Education and Welfare, Bureau of Research and Development and the National Center for Educational Statistics, *Earned Degrees Conferred: Bachelor's and Higher Degrees*, "Proportion of Doctorates Earned by Women, By Area and Field, 1960-1969."

(LC) and the United Federation of College Teachers (UFCT). The LC basically represented the full-time CUNY faculty and administrative staff, while the UFCT primarily represented the part-time faculty. In the spring of 1972 the LC and the UFCT voted to merge, becoming the Professional Staff Congress (PSC). (The ramifications of this merger and of the new union contract that was to be negotiated with the BHE were unknown at the time of the writing of this report.) Most non-instructional staff employees are in classified civil service or clerical titles covered by city-wide contracts between the City of New York and District Council 37, American Federation of State, County, and Municipal Employees, AFL-CIO.

B. EQUAL RIGHTS UNDER THE LAW[3]

Discrimination against women in higher education is receiving considerable attention due to the increasing activism of women's rights organizations and to the recent passage of laws and regulations making such discrimination illegal. Any investigation into the status of women must be cognizant of these efforts to further equal employment opportunity for women.

Two federal laws—the Equal Pay Act of 1963, as recently amended to include executive, administrative, and professional employees in all educational institutions, and Title VII of the Civil Rights Act of 1964, as recently amended to include all educational institutions—deal specifically with employment discrimination against women.[4] Executive Order 11246 issued in September 1965, as amended by Executive Order 11375 issued in October 1968, also forbids discrimination based on sex by all federal contractors. Until the recent admendments, only the Executive Order was applicable to higher education institutions, over 80% of which have contracts with the government and are thus subject to it and its "affirmative action" guidelines.

The Executive Order is not law, but a series of implementing rules and regulations that contractors must follow to be eligible for federal funds. Under it, institutions which hold government contracts of $10,000 or more must agree to practice nondiscrimination in all aspects of their employment activity. Contractors are required to take affirmative action wherever necessary to remedy the effects of past discrimination as well as to counteract current barriers to equal employment opportunity by ensuring:

> that applicants are employed, and that employees are treated during employment, without regard to their . . . sex. Such action will include but not be limited to the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; lay off or termination; and rates of pay or other forms of compensation.[5]

Private contractors (i.e., excluding public institutions) with at least 50 employees and a federal contract of $50,000 or more must develop a written affirmative action plan for each of their facilities.[6] This must include an analysis and evaluation of employment and opportunities for the use of women and minority employees as well as specific numerical goals and timetables for correcting existing discrimination.

Overall responsibility for enforcing the Executive Order rests with the Office of Federal Contract Compliance (OFCC) in the Department of Labor. It has delegated monitoring responsibility to several other federal agencies which award the bulk of government contracts. The Office of Civil Rights (OCR) in the Department of Health, Education, and Welfare (HEW) has been designated the compliance agency for all institutions of higher education. Regulations currently require periodic reviews by contract compliance agencies to determine if contractors are maintaining nondiscriminatory practices.

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3. A complete listing of the Federal laws and regulations concerning sex discrimination in educational institutions may be found in Appendix A.
4. The Equal Pay Act of 1963 was amended by the Education Amendments Act of 1972, effective July 1, 1972; Title VII of the Civil Rights Act of 1964 was amended by the Equal Employment Opportunity Act of 1972, effective March 24, 1972 for all institutions with 15 or more employees.
5. Executive Order 11246, as amended.
6. A proposed regulation (*Federal Register*, October 4, 1972) would delete this exemption for public institutions.

Although CUNY is a public institution and therefore not required to have a written affirmative action program on file, it is obliged to practice nondiscrimination and to implement an affirmative action program. The Department of Health, Education, and Welfare has announced that public institutions can best meet these obligations by collecting the same kind of employment data required of nonpublic institutions and by developing written affirmative action programs to overcome problems of past discrimination and underutilization. In keeping with this policy, HEW initiated a compliance review of CUNY in June 1972, and during the preparation of this report to the Chancellor the University was in the process of collecting employment data to furnish the OCR.

Prior to this compliance review, however, the University had established a program of affirmative action set forth in a BHE resolution of December 1970. Each college was to develop its own affirmative action program to provide equal employment and promotional opportunities for women and minorities. Each college was also to appoint an affirmative action program coordinator: a senior college official reporting directly to the president, and with sufficient authority to insure that the college program was effectively carried out. The Chancellor was to establish a Committee with University-wide representation to provide the necessary policy direction for the University's goals and a timetable for their achievement. In June 1971, the CUNY Affirmative Action Plan Committee adopted a City University Affirmative Action Plan. Each college was to submit its specific program and the five-year timetable for its achievement by December 1, 1971.

C. THE STUDY

The Committee began its work with two hypotheses: first, that discrimination against women would likely be found within the CUNY system and second, that the operating policies and practices of CUNY affected all women in the system. Thus, the Committee went beyond the focus of most previous studies of women in higher education to include not only women faculty but women administrators and students as well.

Starting in December 1971, the Chancellor's Advisory Committee on the Status of Women met frequently to plan and supervise its investigations. These were divided into quantitative and non-quantitative studies. Examination of the CUNY system began with public hearings held in February and April 1972.[7] From the testimony of these hearings, the Committee gathered valuable information on University operations and structures which were thought to differentially affect women and men and designed its statistical investigations in part to analyze empirically the issues raised at the hearings.

In accordance with the Committee's mandate, investigations were aimed at developing as rapidly as possible a general description of the standing of women at CUNY, which accurately reflected the size and complexity of the University and which could be used as a base for further investigations into specific problem areas. The Committee decided early in its deliberations that the urgency of the issue and the fact that little corrective action would be taken until its report was released, precluded the leisurely approach often required of survey interviewing. It also determined not to make a detailed examination of the personal characteristics of women at CUNY because previous studies drawn from nationally-based samples provided a comprehensive profile of the academic woman.[8] Since these studies conclusively show that women in higher education are as qualified as their male counterparts, the Committee assumed that, as in other areas, CUNY would here be reflective of national patterns.

When the Committee began its research investigations, little data specifically related to women existed within CUNY. University reports on a variety of topics ranging from faculty recruitment to career tracking of graduates had ignored women as a separate category of study. University-wide data banks had "washed out" the gender variable, listing employees by their surnames and first initial only. Individual college

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7. A condensed version of those hearings, *Public Hearings Testimony: An Edited Summary and Evaluation,* was published by the Committee in October 1972.
8. A selected list of these source materials may be consulted in Appendix B.

data collection processes lacked uniformity in the information banked. Moreover, the Committee's research staff was thwarted in its attempts to approach individual colleges for information such as the number and job category of women employees. Because of these and other difficulties, the Committee came to rely mainly on the catalogue of data maintained in the centralized CUNY data files, building into those files the sex variable obtained from the colleges directly. The three principal sources of centralized data used by the Committee were the University Affirmative Action Office (UAAO), the Office of Data Collection and Evaluation (ODCE), and the Faculty Data Bank (FDB).[9]

The Committee's several research projects were designed to examine the presence of women and men in various roles as administrators, faculty, and students.[10] Although presence is not always an indicator of representation, the absence of women from numerous positions and disciplines must minimize their participation in the system. The resultant data allowed the CUNY system to show itself in action and thereby to test the hypothesis of discrimination against women in each area investigated.

To study the role of women in administration the Committee undertook a comprehensive survey of the Board of Higher Education and its administrative personnel. Upper- and middle-level administrators of the CUNY system were studied for the 10-year period covering the academic years 1961-62 to 1971-72;[11] and a 2-year profile of the secretarial and clerical staff was developed. Another study involving college presidents, deans of faculty, and registrars attempted to research the effect of CUNY hiring and promotion policies on administrative personnel.

Three major studies were undertaken to develop a comparative analysis of women and men faculty. Due to the overwhelming size of the CUNY faculty, the Committee developed a fall 1971 employment profile through a ten discipline sample which provided comparability among the 19 CUNY educational units.[12] The rationale for the selection of the disciplines of the sample was equity; the sample was to be representative of the CUNY system without weighting the statistics to correct for sampling biases which might tend to show discrimination against women purely on the basis of the selected sample.[13]

In order to investigate the career patterns of CUNY faculty women and men, the Committee tracked all those appearing in tenure bearing titles by disciplines at three of the oldest senior colleges (Brooklyn, City, and Queens Colleges) and three of the oldest community colleges (Bronx, Queensborough, and Staten Island Community Colleges). The hiring of faculty women during the 1971-72 academic year was also investigated through a hiring census involving all the colleges.

Other studies of the faculty undertaken by the Committee sought to ascertain the participation rate of women in academic administrative policy-making. These included a six-term (18-year) survey of departmental Committees on Personnel and Budget in the Committee's ten selected disciplines;[14] and a 10-year survey (academic years 1961-62 to 1971-72) of all departmental chairpersons and College Faculty Personnel and Budget Committees. In addition, an analysis of women as department chairpersons and

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9. The University *Affirmative Action Program Report*, September 1971, presents data by job title on all female and male CUNY employees by educational unit. There is no data given on individual academic departments. The ODCE is the major collector, processor, and evaluator of data for the University. Much of the ODCE is on computer systems. The Office has published a number of reports, but it has not provided historic data or analyses by sex, except for student enrollment. Among the major data elements used by the Committee is this Office's Instructional Staff Profile (ISP) which provides personal, salary, and workload data for each instructional staff appointment at CUNY. The FDB was in the process of being constructed during the time of the Committee's investigation and therefore its information was inconsistent. When completed, it will provide an employment history analysis of CUNY faculty members. But, as with the ISP file, it does not include sex as a data element.
10. Unless otherwise mentioned, the return factor on all the Committee's studies was 100%.
11. The CACSW survey for the 1971-72 academic year is inclusive of the fall 1971 semester. At the time the Committee undertook its survey, data on the spring 1972 semester was unavailable.
12. Mount Sinai School of Medicine was not investigated.
13. Comparison of the CACSW sample with CUNY affirmative action statistics has shown that the Committee's sample of faculty is indeed representative of the total CUNY faculty. For further detail see Chapter III.
14. Due to a very poor response to its request for data on departmental Committees on Personnel and Budget, historic information was not tabulated. The fall 1971 profile is predicated on roughly a 70% data return.

deans in terms of sex stereotypes was undertaken for a 10-year survey period.

Finally, the Committee undertook a total population survey of undergraduate and graduate students by sex, major, and college, including characteristics of Ph.D. students and data on the allocation of financial aid by sex. An employment profile of all CUNY Ph.D. alumni was also developed.

In addition to its quantitative studies, the Committee also developed several descriptive studies on the employment (and study) conditions of women at CUNY. Using such determinants as policies on maternity leave, fringe benefits (health and retirement insurance), research grants funds, grievance procedures, women's studies courses, child care facilities, support services (financial aid and counseling), and college affirmative action and governance plans, the CACSW research staff produced a number of "satellite reports" which form a major portion of the nonstatistical information in this final report.

D. SUMMARY OF FINDINGS

The Committee's research projects reveal that women as a group are not treated equitably throughout the CUNY system. Moreover, CUNY is fraught with sex typing of educational and occupational categories and is therefore unable to provide a full range of opportunities to all individuals regardless of sex. Following are some of the highlights of the study.

In the fall of 1971, women comprised 30% of the CUNY workforce, a figure well below their 40% representation in the national labor force. Nor were they evenly distributed throughout the CUNY workforce. Women were 22% of the administrative personnel, about one-third (32%) of all faculty members, and over 95% of the secretarial and clerical staff, as demonstrated in Graph I-A. Within the various job categories, two over-arching patterns prevail. First, the sexual composition of each job category is such that the higher the rank the lower the percent representation of women and second, the distribution of the ranks within each sex is such that the largest percent of women are found in the lower ranks.

These patterns are all the more telling given the huge growth of the CUNY system during the past decade. Women have not obtained an equitable share of that expansion. In most cases, their growth has been only in the lower job titles. In some cases the percentages of female representation in a job category have deteriorated markedly. For example, in the last six years the number of associate deans at the senior colleges increased from four to 22. In the 1965-66 academic year, women were 50% of these positions. In the fall 1971 semester they were 18.2%.

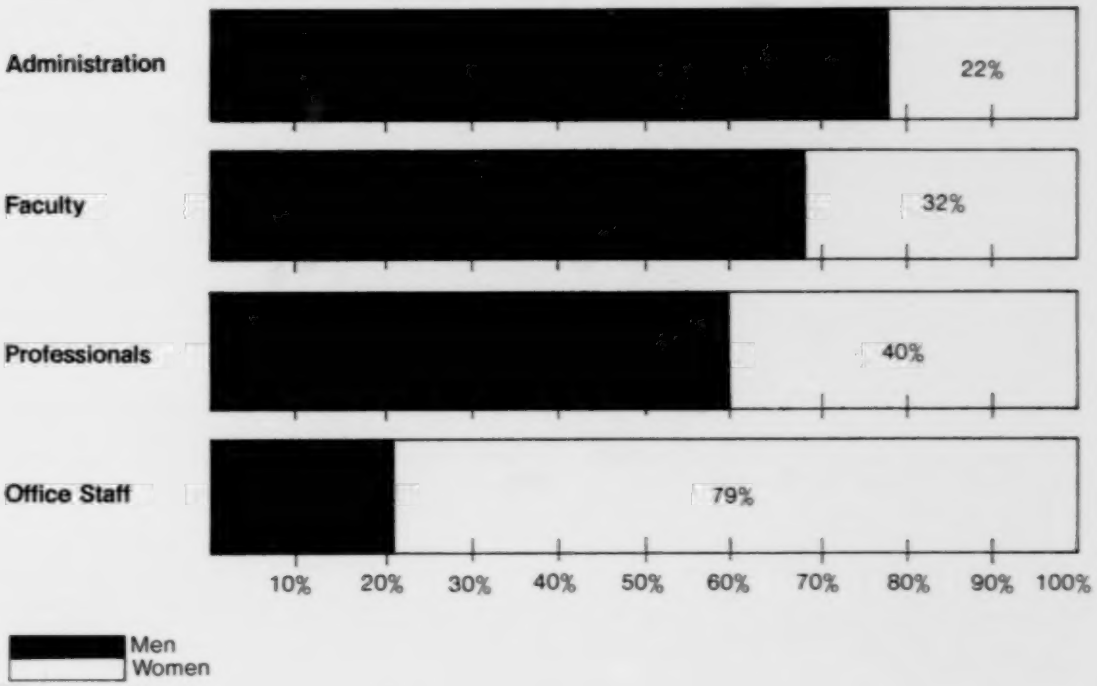
Never in the history of CUNY has there been a woman chancellor or vice chancellor and only one woman has held the position of University dean. During the 1971-72 academic year, only two of 20 college presidents were women. Of the 49 different persons who have served as CUNY college presidents since 1939 only five have been women and two of these were acting presidents.

During 1971-72 only 8% of all college deans were women and there were no female full deans of faculty. Those middle-level administrative positions in which women were found tended either to reflect sex stereotypes, such as Dean of Nursing, or to lack policy-making influence. In other administrative titles the same patterns are found: in the Higher Education Officer category only 16.7% in the top rank were women. In fall 1971 there were no women full registrars and only one woman business manager in all of the CUNY colleges. The typical CUNY pattern, then, is that of male administrators assisted by females.

Sexual segregation is prevalent throughout the supportive staff. Of the 82 classified titles at CUNY, approximately half are totally segregated by sex: 30 are all-male (e.g., architect, executive chef, motor vehicle operator, engineer) and nine are all-female (e.g., staff nurse, head cashier, waitress, secretary, hostess, dietician). All of the latter are lower paying occupations.

Only in the secretarial titles do women form a percentage greater than their presence in the total CUNY workforce. Yet they continue to experience discrimination as demonstrated by the significantly different distribution of the ranks between women and men: although men form only about 4% of these positions, they are found nearly three times as often as women in the highest secretarial rank.

GRAPH I-A: CUNY 1971: REPRESENTATION OF WOMEN AND MEN BY OCCUPATIONAL CATEGORY*



*The occupational categories include the following titles:

ADMINISTRATION
Chancellor
Vice-Chancellor
Deputy Chancellor
President
Vice-President/Provost
Dean Series
Director Series
Department Chairpersons
Chief Librarian
Business Manager Series
Higher Education Officer Series
Registrar Series

FACULTY
Professor
Associate Professor
Assistant Professor
Instructor
Other Tenure Bearing (CLAs)
Lecturers Full- and Part-Time
Adjunct Lines

PROFESSIONALS
Physicians
Staff Nurse
Accountant Series
Manager Titles
Engineer Titles
Architect Titles
Attorneys
Bu[illegible]s
Co[illegible]puter Personnel

OFFICE STAFF
CUNY Secretary
College Office Assistants
Telephone Operators
Keypunch Operators
Office Appliance Operators
Misc. Office Service Personnel
Supervisory Photo Operators
College Assistants (hourly)

Women comprise 32% of the CUNY faculty but are distributed unevenly with 59% being clustered in the non-tenure bearing titles. Men more frequently than women are hired into the CUNY system at upper rank titles: 14% of the men and 7.5% of the women were initially appointed as associate or full professors. In 1971-72, 43 male and no female full professors were hired. Inequitable representation and distribution is found even in predominately female departments such as nursing and elementary education where upper professorial rank positions are not allocated with the same frequency that these lines are given to the total faculty of a college. For example, there are four times as many full professors on the faculties of the CUNY community colleges than are found on the nursing faculties of those colleges.

Overall, faculty women earn less than faculty men at the same rank, a finding that can only be accounted for by the fact that men are initially hired at higher salary levels than women of comparable qualifications. And they take longer than men, on the average, to achieve promotion, the biggest promotional hurdle for women being between the assistant and associate rank.

Women are conspicuous by their lack of participation in faculty administrative activities: in the past decade (1962-63 to 1971-72) women averaged 15.4% of departmental chairpersons at the senior and 18.3% at the community colleges. Women are never more than a quarter of those elected to departmental Committees on Personnel and Budget, which make major decisions on appointments and promotions. On College Faculty Committees on Personnel and Budget the average female representation during the past decade has been under 15%.

Despite a variety of program offerings, sex stereotyping of student enrollments is immediately evident and reflective of societal expectations. Women students are highly concentrated in "women's fields" with nearly three-fourths of all senior college undergraduate women students majoring in programs having 90% or greater female enrollments.

It may also be noted that women are not gaining entrance to male-identified fields. For example, CACSW data on degrees awarded between the 1967-68 and 1971-72 academic years shows that the percentage of women earning the B.B.A. (bachelor of business administration) degree has declined. Throughout this same period, women remained less than 1% of the B.E. (bachelor of engineering) degree recipients. Services for women students including counseling, health care, and child care are non-existent or severely limited.

CUNY's career expectations for women students, as reflected in brochures used for admission counseling, are overtly sex-biased in their portrayal of available opportunities. For example, they picture female nurses and secretaries and male engineers. Furthermore, it appears that efforts by undergraduate women to study and work outside sex-stereotyped majors are not encouraged.

The Committee's investigation of the sex distribution of major sources of graduate financial aid indicates that graduate women have more restricted access to financial aid than do graduate men. Although during 1971-72 graduate women received aid in proportion to their representation, the amount received per woman averaged $1,000 less than the amount received per man.

Finally, it must be noted that there are no departmental affirmative action plans at CUNY and that none of the college plans relate seriously to the problems of equal employment opportunities for women. A reliable data profile of the University by sex has yet to be compiled. Availability figures for women at CUNY, required by the Department of Labor's Revised Order No. 4, are being presented for the first time in this report.

From these brief highlights, it can be seen that public higher education at CUNY continues to be reflective of the mythologies, values, and socialization processes of the larger American society. University policies and practices reinforce the notion that abilities and interests are determined by sex and the inferior nature of areas differentiated as female is made obvious. Any casual visitor to the University will immediately notice that the professors and administrative officers are male, while the administrative assistants and "housekeeping" personnel are female. Accompanying and reinforcing this male-defined structure is a failure on the part of CUNY to take seriously the contributions of women to academia as well as to society. Thus, we must conclude that while CUNY is no worse than other higher education in-

stitutions in its failure to grant equal opportunity to women, it is not significantly better.[15] Certainly, it is not as forward-looking as might be expected of an urban, socially-concerned educational institution.

A detailed presentation of the Committee's findings appears in the following chapters. In Chapter II and III, the status of administrative and faculty women is examined. Chapter IV considers the role of faculty women in academic decision-making. Chapter V explores the status of women students at CUNY and Chapter VI examines several non-quantitative aspects of the CUNY environment as they relate to women. The report concludes with the Committee's policy recommendations.

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15. About 125 college and university reports assessing the status of women have appeared since 1969. A selected list of these appears in Appendix B.

CHAPTER II. CUNY AS AN EMPLOYER: WOMEN IN THE ADMINISTRATION

Women comprise 22% of the administrative personnel at CUNY,[1] being grossly underrepresented at the higher administrative levels and segregated into certain middle- and lower-level administrative job categories.[2]

The Committee collected data on all of the administrative officers and middle management personnel at CUNY. Because the distribution of women within these titles is strikingly similar, this chapter selects certain job categories for illustrative purposes. Data on the University's secretarial and clerical staff was also gathered. Unless otherwise stated, the data for this chapter is a total population survey for the 1961-62 to 1971-72 decade.[3]

A. THE HIGHER THE RANK, THE FEWER THE WOMEN

Like most large organizations, CUNY is structured hierarchically and encompasses a large number of job titles. For purposes of clarity, these have been grouped into three major categories: upper-, middle-, and lower-level administration.[4]

At the top of the University administrative hierarchy is the Board of Higher Education, which is responsible under the New York State Education law for the formulation of all major educational and administrative policies of CUNY. The Board selects a Chancellor to serve as chief administrator of the CUNY system. Under the Chancellor is a Deputy Chancellor (since 1969) and a small number of Vice Chancellors—who compose the Cabinet—as well as several University deans to whom are delegated specific University-wide functions, such as budget and planning, academic affairs, and faculty and staff relations.

Various middle management personnel assist the upper-level administration, including Higher Education Officers (HEOs), Business Managers, and Registrars. CUNY also employs auxiliary, secretarial and clerical, and building and grounds staffs, the majority of whom are New York City civil service employees.

The 20 CUNY educational units follow a similar bureaucratic pattern: each is administered by a president with specific operations delegated to provosts, vice presidents, or most frequently, deans. This upper-level administration is assisted by the various middle management and support personnel previously mentioned.

The Male Preserve

The Board of Higher Education, Chancellor and his cabinet, college presidents, and University deans make major decisions concerning University functioning and present the image of CUNY to the public.

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1. In addition, women comprise 97.3% of the secretarial and clerical staff.
2. Any evaluation of the status of women in administrative positions must consider the fact that there are fewer of these jobs within CUNY than there are faculty positions. Thus, data which gives percents of women in various administrative jobs is often misleading. Women may be 10% of an administrative title in which only ten persons are found, or 10% of a faculty rank where 100 persons are found. Recruiting one administrative woman would swell female representation to 20%, whereas hiring one additional faculty woman would not significantly alter the female participation rate.
3. The CACSW survey for the 1971-72 academic year is inclusive of the fall 1971 semester. At the time the Committee undertook its survey, data on the spring 1972 semester was unavailable.
4. The BHE Bylaws divide CUNY employees into two major categories: Instructional Staff and Non-Instructional Staff. Instructional Staff personnel are subdivided into teaching and non-teaching categories. Administrative officers and middle management personnel are classified as non-teaching Instructional Staff. Support staff have Non-Instructional Staff status.

Although women are roughly 22% of the CUNY administration, 32% of the CUNY faculty, and about 51% of the CUNY student body, they are almost totally absent from these positions.

The BHE consists of 21 New York City residents appointed by the mayor to serve nine-year renewable terms of office. Table II-1 shows that for the Committee's 10-year survey period (1961-1971) women have never held more than four of the 21 memberships. Board officers have rarely been women: there has never been a woman chairperson; the first vice chairpersonship, added in 1966, has been held by a male. A second vice chairpersonship was added in 1971 and a woman was elected to serve in that capacity.

The Board operates through a number of small committees, including the Executive Committee which functions in behalf of the Board between meetings, ten standing committees, and at the present time four special committees. In the fall 1971, women were present on the Executive Committee, seven of the ten standing committees, and three of the four special committees. This made possible a surprisingly large role for women in the decision-making councils of the Board, achieved however, by the multiple appointments of those few women Board members.

Since the formation of CUNY in 1961, three males have served as Chancellor. There has been one Deputy Chancellor, a male; nine different men have served as Vice Chancellors; and 15 men have held University deanships. In the fall 1971 semester, there was one Deputy Chancellor, five Vice Chancellors, and 11 University deans (eight deans and three associate deans); again, all were men.[5]

In the fall 1971, women were only two of 20 (10%) college presidents.[6] In fact, of the 49 different persons who have served as presidents of CUNY colleges since 1939, only five (12.5%) have been women. As Table II-2 shows, three of those have served at Hunter College, a liberal arts school for women which became coeducational in 1961. Two of the five women served only as acting president; a third woman served twice as acting president at Hunter College before becoming the first woman to be appointed president of a CUNY college.[7] No woman president in the CUNY system has yet served a term of office in excess of three years. There has never been a woman college vice president or provost in the history of CUNY. A consequence of the dearth of women college presidents is that the Council of Presidents, the intercollege body which functions in those areas relating to system-wide planning, is male-dominated. In the 1971-72 academic year, it was comprised of 19 men and two women—the college presidents plus the Chancellor serving as chairperson.

Lower Rank Concentration

Most of the administrative job categories within CUNY consist of a series of titles. For example, there are three deanship ranks—assistant, associate, and full dean; the Business Manager series consists of an assistant to, assistant, and business manager. Women are first noticeable within the CUNY administration in these rank-ordered job categories. However, they are consistently found concentrated in the lower ranks of each category, as shown in Graph II-A. The following three examples demonstrate this pervasive pattern.[8]

Deans

Tables II-3 and II-4 are a fall 1971 profile of the rank representation of college deans by sex. Women are a very small proportion of the deanships: of a total number of 207 deans, 32 or only 15.5% were women. These were divided evenly between senior and community colleges and were represented at each rank

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5. In June 1972, after the CACSW survey period, the first woman was appointed to a University deanship, as Associate Dean for Labor Relations.
6. In June 1972, after the CACSW survey period, women become one of 20 college presidents, as one woman retired and was replaced by a male acting president.
7. This appointment was essentially titular, as the person served less than a year before retiring.
8. University Affirmative Action statistics for fall 1971 report a larger sample than presented in this section of Chapter II, since they also include Central Office and the Graduate School and University Center. However, they do

as follows: 21.6% (8 of 37) were assistant deans, 22.5% (16 of 71) were associate deans, and 8.1% (8 of 99) were full deans. Fully 75% of the women employed in this job category were at the assistant and associate rank, compared to 48% of the men.

As Table II-5 shows, two-thirds (11 of 18) of the CUNY educational units had no female full dean during the Committee's entire 10-year survey period (Baruch, Borough of Manhattan Community, Bronx Community, John Jay, LaGuardia Community, Lehman, Medgar Evers, Queens, Queensborough Community, Richmond, and York Colleges). These units represent all aspects of the University—senior and community, large and small, and new and old colleges—making it appear an intrinsic pattern of the CUNY system to define full deanships as a male job. Moreover, during the entire survey period there were no women in any deanship positions at three senior colleges (Baruch, Queens, and Richmond Colleges).

Higher Education Officers

The HEO series was created in 1966-67 and includes four titles—assistant to HEO, higher education assistant, higher education associate, and higher education officer. The BHE Bylaws state the HEOs are responsible for some major area of University or college activity, such as institutional research or campus planning and development.

Roughly 32% (58 of 181) of the employees in the HEO series at the colleges are women. Yet, as Table II-6 demonstrates, the rank representation pattern for female HEOs at the CUNY colleges is similar to that found in the dean series: women are concentrated in the lowest rank, with 46.5% of the women in the assistant to HEO title (51.2% of the assistant to HEOs at the senior and 41.9% at the community colleges are women). Only 5.2% (3 of 58) of the women are full HEOs, representing 16.7% of that rank.

The fall 1971 profile of the HEO series at Central Office is shown in Table II-7. Although one-third (28 of 80) of these employees are female, they hold only one-ninth (3 of 26) of the upper rank positions. Moreover, the pattern of distribution between women and men differs markedly: 44% of the men are in the two upper titles while 10.7% of the women are in those titles. Conversely, over 60% of the women are in the lowest title, a proportion almost twice that of the men. Thus, women are represented as 7% (1 of 14) of Central Office higher education officers, 16.7% (2 of 12) of higher education associates, 40% (8 of 20) of higher education assistants, and 50% (17 of 34) of the assistants to HEOs.

Business Managers

The Committee's survey of the Business Manager series revealed that 11 of 13 females employed in this

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confirm the pattern that the percentage of women in a series increases the lower the status of the position within the series.

Title	men	women	% women
Dean	94	10	9.5
Associate Dean	49	16	24.6
Assistant Dean	35	7	16.7
Higher Education Officer	43	3	6.5
Higher Education Associate	69	15	17.9
Higher Education Assistant	66	37	55.9
Assistant to Higher Education Officer	98	74	43.0
Registrar	15	0	0.0
Associate Registrar	15	11	42.3
Assistant Registrar	34	38	52.8
Business Manager	20	2	9.1
Assistant Business Manager	39	7	15.2
Assistant to Business Manager	74	28	27.5

TABLE II-1. BOARD OF HIGHER EDUCATION MEMBERSHIP BY SEX: 1961-1971

Year	# Women	% Women	Total #
1961	2	9.5	21
1962	2	9.5	21
1963	2	9.5	21
1964	2	9.5	21
1965	2	9.5	21
1966	2	9.5	21
1967	3	14.3	21
1968	3	14.3	21
1969	4	19.1	21
1970	4	19.1	21
1971	4	19.1	21

SOURCE: Office of the Secretary of the BHE

TABLE II-2. WOMEN PRESIDENTS OF CUNY COLLEGES: 1939-1971

Name	Institution	Term
Jacqueline Wexler	Hunter College	1/70-present
Mary Gambrell	Hunter College	4/65-10/65, 9/66-1/67 (acting), 2/67-1/68 (on leave from 8/31/67)
Eleanor Grady	Hunter College	9/50-12/51 (acting)
Mina Rees	Graduate School and University Center	10/69-6/72
Margaret Kiely	Queens College	9/48-6/49

SOURCE: Chancellor's Reports

TABLE II-3. PERCENT OF DEANS WHO ARE WOMEN BY RANK AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

	Senior Colleges			Community Colleges					
Title	#W	Total#	%W	#W	Total#	%W	#W	Total#	%W/Total
Dean	6	62	9.7	2	37	5.4	8	99	8.1
Associate	6	42	14.3	10	29	34.5	16	71	22.5
Assistant	6	22	18.2	4	15	26.7	8	37	21.6
TOTALS	18	126	14.3	16	81	19.8	32	207	15.5

SOURCE: CACSW Administrative Profile

TABLE II-4. PERCENT REPRESENTATION OF WOMEN IN DEANSHIP POSITIONS BY COLLEGE: FALL 1971*

	Full Deans	Associate Deans	Assistant Deans
100%		John Jay (100.0)	Graduate School and University Center, LaGuardia Community, Medgar Evers (100.0)
90%			
80%			
70%		New York City Community (75.0)	
60%			
50%		Borough of Manhattan Community, Bronx Community, Hunter, Lehman, Staten Island Community (50.0)	Hunter (50.0)
40%		York (40.0)	
	Hostos Community, Hunter (33.3)		Staten Island Community (33.3)
30%	Brooklyn (28.5)	Kingsborough Community, Queensborough Community (25.0)	
20%	Queensborough Community (20.0)		Kingsborough Community (20.0)
10%	City (11.1)		
0%	Baruch, Borough of Manhattan Community, Bronx Community, Graduate School and University Center, John Jay, Kingsborough Community, LaGuardia Community, Lehman, Medgar Evers, New York City Community, Queens, Richmond, Staten Island Community, York (0.0)	Baruch, Brooklyn, City, Graduate School and University Center, Hostos Community, LaGuardia Community, Medgar Evers, Queens (0.0)	Baruch, Borough of Manhattan Community, Bronx Community, Brooklyn, City, Hostos Community, John Jay, New York City Community, Queens, Richmond, York (0.0)

*There were no Associate Deans at Richmond College; no Assistant Deans at Lehman and Queensborough Community Colleges

SOURCE: University Affirmative Action Statistics (November 1971)

GRAPH II-A. PERCENT OF SELECTED ADMINISTRATIVE JOB TITLES HELD BY WOMEN BY RANK: FALL 1971

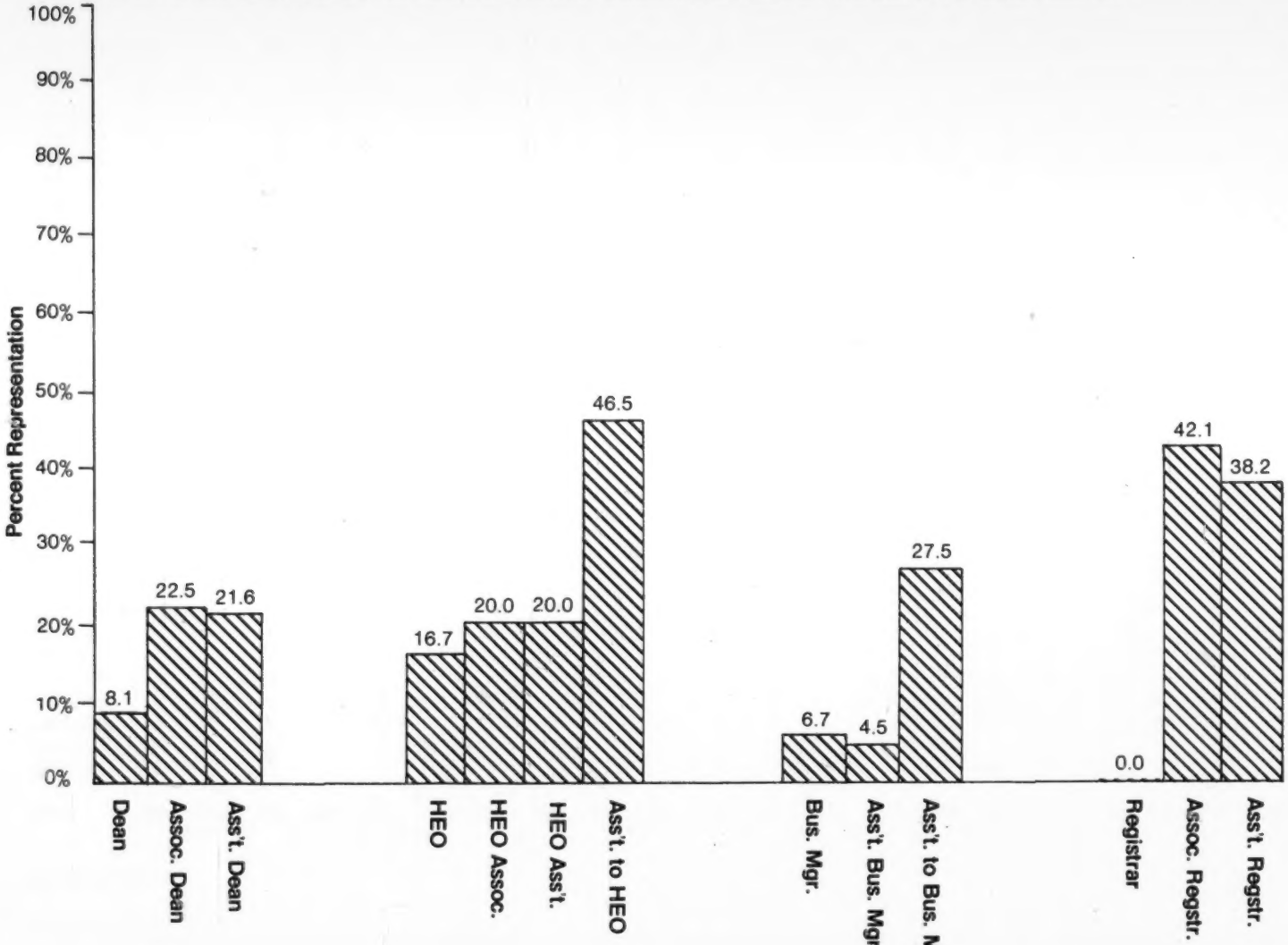


TABLE II-5. NUMBER OF WOMEN AND MEN AS FULL DEANS AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES: 1962-63 TO 1971-72

Senior Colleges

Year	Bch		B		CCNY		H		JJ		L		ME		Q		R		Y		Totals	
	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W
1971-72	7	0	7	2	9	1	8	3	3	0	4	0	4	0	7	0	4	0	3	0	56	6
1970-71	6	0	7	0	13	1	7	3	4	0	4	0	4	0	7	0	5	0	1	0	58	4
1969-70	6	0	6	0	10	1	6	3	4	0	5	0			7	0	4	0	0	0	48	4
1968-69	5	0	6	0	6	0	6	2	3	0	3	0			7	0	4	0	0	0	40	2
1967-68			4	0	7	0	9	2	3	0					7	0	4	0	1	0	35	2
1966-67			4	0	6	0	2	2							6	0	4	0			22	2
1965-66			4	0	6	0	2	2							4	0					16	2
1964-65			4	0	6	0	2	2							4	0					16	2
1963-64			4	0	6	0	2	2							4	0					16	2
1962-63			4	0	6	1									4	0					14	1
TOTAL BY COLLEGE	24	0	50	2	75	4	44	21	17	0	16	0	8	0	57	0	25	0	5	0	321	27

Community Colleges

Year	BMC		BxC		HosC		KC		LaGC		NYCC		QC		SIC		Totals	
	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W
1971-72	5	0	5	0	2	1	5	0	4	0	5	1	4	0	5	0	35	2
1970-71	4	0	5	0	3	0	3	2	4	0	4	0	5	0	4	0	32	2
1969-70	4	0	5	0	3	0	4	1			5	0	5	0	4	0	30	1
1968-69	4	0	5	0			5	1			4	0	5	0	4	0	27	1
1967-68	4	0	5	0			4	1			4	0	4	0	4	1	25	2
1966-67	5	0	4	0			3	1			3	0	5	0	4	1	24	2
1965-66	4	0	3	0			3	0			3	0	3	0	3	0	19	0
1964-65	3	0	3	0			4	0			3	0	2	0	3	0	18	0
1963-64			3	0							3	0	2	0	3	0	11	0
1962-63			2	0									2	0	3	0	7	0
TOTAL BY COLLEGE	33	0	40	0	8	1	31	6	8	0	34	1	37	0	37	2	228	10

SOURCE: CACSW Administrative Profile

job category were in the lowest title of assistant to business manager. Of the remaining two women in the series, one was an assistant business manager at a community college and the other was a business manager at a senior college. As Table II-8 indicates, the rank representation pattern for women in this series is classic: at the community colleges, for example, 26.7% (4 of 15) of assistants to business managers, 12.5% (1 of 8) of assistant business managers, and 0% (0 of 6) of business managers are women.

B. RESERVING HIGHER RANKED JOBS FOR MEN

The concentration of women in the lower ranks demonstrated in the previous section is all the more indefensible when the phenomenal expansion that CUNY has undergone in the past decade is considered. There have been numerous opportunities to hire women into all administrative titles yet they have barely managed to maintain their percent representation throughout the decade; in some cases, it has actually declined. Where female representation has increased, it has been primarily in the lower titles of each job category. Three illustrations of this pattern follow.

Deans

The total number of deanships at CUNY has increased from 40 in the 1962-63 academic year to 207 in fall 1971. Women held 7.5% (3) of these positions at the start of the Committee's survey period and 15.5% (32) at the end, a gain of 29 of 167 new deanships. Thus, despite a 500% increase in the series, the proportion of women increased only by a factor of two. Moreover, 76% (22 of 29) of the newly hired women are in the lower ranks of assistant and associate. When compared to the 70 men hired at the upper ranks of full dean, the seven women hired represent only 9.1% of those new positions.

This increase in the number of deanships barely affected the percent representation of women by rank. During the Committee's survey period, the proportion of women full deans rose from 4.5% (1 of 22) to 8.1% (8 of 99); at the associate rank it stagnated in the 20 percentile range; and at the lowest rank of assistant dean it moved only from 7.7% (1 of 13) in 1962-63 to 21.6% (8 of 37) in September 1971.

This pattern is essentially repeated when the senior and community colleges are examined separately. Graphs II-B and II-C show that women have never been more than 10% of full deans at the senior colleges and do not appear as full deans at the community colleges until the 1966-67 academic year. In that year female presence was at its highest point to date, 7.7% (2 of 26); by fall 1971 it was 5.4% (2 of 35).

Women have never constituted more than 20% of the associate deans at the senior colleges; at the community colleges their representation at that rank increased from 0% to 34.5% (10 of 29) during the survey period. At the assistant dean rank, women in the senior colleges have experienced a marked deterioration in representation, dropping from a high point of 50% (2 of 4) in 1965-66 to 18.2% (4 of 22) by September 1971. These calculations may be consulted in Table II-9.

Higher Education Officers

The HEO series again demonstrates that the expansion of CUNY has not been accompanied by a commensurate expansion in the representation of women. In 1966-67, women were 33% (13 of 39) of all HEO titles. By September 1971, the series had expanded from 39 to 181 jobs yet the proportion of women was unchanged at 32% (58 of 181). While men have experienced growth in all titles, growth for women has been primarily confined to the lower titles and their representation at the highest titles has actually deteriorated. Thus, in 1966-67 women were 20% (1 of 5) of higher education officers. By fall 1971 the proportion of women at this rank had been reduced to 16.7% (3 of 18), although the rank had been expanded by 13 new positions. (See Tables II-6 and II-10.)

Business Managers

Data collected by the CACSW on the Business Manager series shows most simply and dramatically the limited hiring of women. During the survey period, ten new business manager, 18 new assistant business manager, and 34 new assistant to business manager positions were created. The percentage of this

TABLE II-6. PERCENT OF HIGHER EDUCATION OFFICER SERIES WHO ARE WOMEN BY RANK AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

Title	Senior Colleges #W	Total #	%W	Community Colleges #W	Total #	%W	Totals #W	Total #	%W/Total
HEO	2	9	22.0	1	9	11.1	3	18	16.7
Associate HEO	3	16	18.8	4	19	21.0	7	35	20.0
Assistant HEO	5	15	33.3	3	27	11.1	8	42	20.0
Assistant to HEO	22	43	51.2	18	43	41.9	40	86	46.5
TOTALS	32	83	38.6	26	98	26.5	58	181	32.0

SOURCE: CACSW Administrative Profile

TABLE II-7. HIGHER EDUCATION OFFICER SERIES AT THE CENTRAL OFFICE BY SEX: FALL 1971

Title	Men #M	% Rank	Women #W	% Rank	%Women /Total	Total % Rank
HEO	13	25.0	1	3.6	7.1	17.5
Associate HEO	10	19.2	2	7.1	16.7	15.0
Assistant HEO	12	23.1	8	28.6	40.0	25.0
Assistant to HEO	17	32.7	17	60.7	50.0	42.5
TOTALS	52	100.0	28	100.0		100.0

SOURCE: CACSW Administrative Profile

TABLE II-8. PERCENT OF BUSINESS MANAGER SERIES WHO ARE WOMEN BY RANK AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

Title	Senior Colleges #W	Total #	%W	Community Colleges #W	Total #	%W	Totals #W	Total #	%W/Total
Bus. Mgr.	1	9	11.1	0	6	0.0	1	15	6.7
Ass't. Bus. Mgr.	0	14	0.0	1	8	12.5	1	22	4.5
Ass't. to Bus. Mgr.	7	25	28.0	4	15	26.7	11	40	27.5
TOTALS	8	48	16.7	5	29	17.2	13	77	16.9

SOURCE: CACSW Administrative Profile

TABLE II-9. DEANS SERIES AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: 1962-63 TO 1971-72

Senior Colleges		62-63	% W	63-64	%W	64-65	%W	65-66	%W	66-67	%W	67-68	%W	68-69	%W	69-70	%W	70-71	%W	71-72	%W
Dean	#M	14		16		16		16		22		35		40		48		58		56	
	#W	1	6.7	2	11.1	2	11.1	2	11.1	2	8.3	2	5.4	2	4.8	4	7.7	4	6.5	6	9.7
Associate Dean	#M	4		6		5		16		16		18		24		25		32		36	
	#W	1	20.0	1	14.3	1	16.7	1	6.3	1	6.3	1	5.6	3	11.1	3	10.7	7	17.9	6	14.3
Assistant Dean	#M	12		17		13		2		7		16		23		13		17		18	
	#W	1	7.8	2	10.5	2	13.3	2	50.0	2	22.2	3	15.8	6	20.7	4	23.5	6	26.1	4	18.2

Community Colleges		62-63	%W	63-64	%W	64-65	%W	65-66	%W	66-67	%W	67-68	%W	68-69-	%W	69-70	%W	70-71	%W	71-72	%W
Dean	#M	7		11		18		19		24		25		27		30		32		35	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	2	7.7	2	7.4	1	3.6	1	3.2	2	5.9	2	5.4
Associate Dean	#M	0		0		0		1		5		3		7		11		15		19	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	1	25.0	2	22.2	4	26.7	5	25.0	10	34.5
Assistant Dean	#M	0		3		3		1		6		8		13		10		10		11	
	#W	0	0.0	1	25.0	2	40.0	2	66.7	1	14.3	1	11.1	1	7.1	0	0.0	6	37.5	4	26.7

SOURCE: CACSW Administrative Profile

TABLE II-10. HIGHER EDUCATION OFFICER SERIES AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: 1962-63 TO 1971-72

Senior Colleges	62-63		63-64		64-65		65-66		66-67		67-68		68-69		69-70		70-71		71-72	
	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W
HEO									3	25.0	6	14.3	3	25.0	4	20.0	6	14.3	7	22.2
									1		1		1		1		1		2	
Associate HEO									8	0.0	8	0.0	5	37.5	8	20.0	12	25.0	13	18.8
									0		0		3		2		3		3	
Assistant HEO									2	0.0	3	40.0	3	50.0	3	40.0	9	30.8	10	33.3
									0		2		3		2		4		5	
Assistant to HEO									9	57.1	4	60.0	6	40.0	7	41.7	22	47.6	21	51.2
									12		6		4		5		20		22	

Community Colleges	62-63		63-64		64-65		65-66		66-67		67-68		68-69		69-70		70-71		71-72	
	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W	#M	%W
HEO									1	0.0	3	25.0	6	14.3	4	20.0	6	0.0	8	11.1
									0		1		1		1		0		1	
Associate HEO									2	0.0	5	0.0	8	20.0	12	14.3	11	15.4	15	21.0
									0		0		2		2		2		4	
Assistant HEO									1	0.0	1	0.0	2	33.3	5	16.7	7	30.0	24	11.1
									0		0		1		1		3		3	
Assistant to HEO											0	0.0	7	0.0	11	8.3	16	15.8	25	41.9
											1		0		1		3		18	

SOURCE: CACSW Administrative Profile

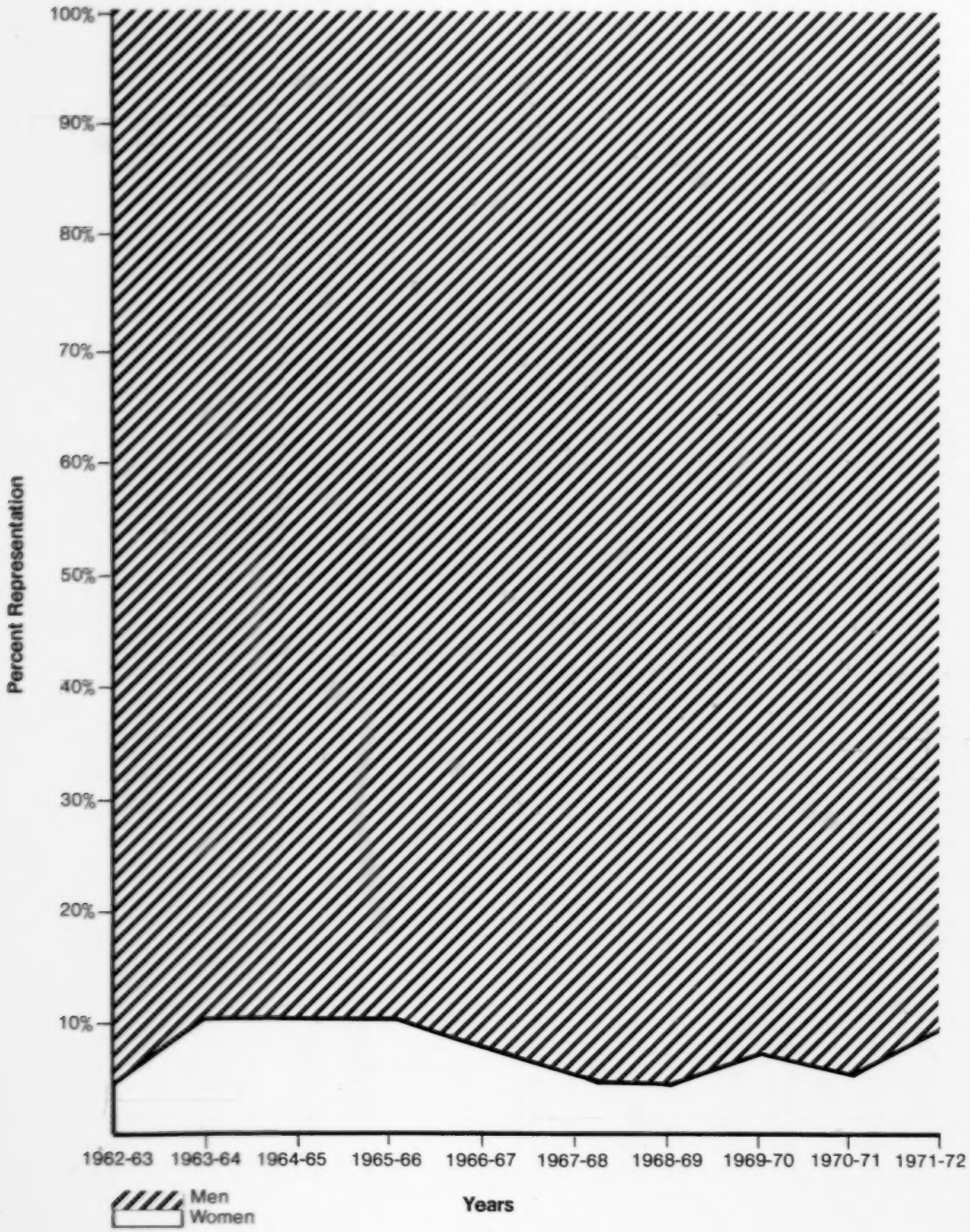
TABLE II-11. BUSINESS MANAGER SERIES AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: 1962-63 TO 1971-72

Senior Colleges		62-63	%W	63-64	%W	64-65	%W	65-66	%W	66-67	%W	67-68	%W	68-69	%W	69-70	%W	70-71	%W	71-72	%W
Business Manager	#M	3		4		4		3		3		5		7		8		9		8	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	1	16.7	1	12.5	1	11.1	1	10.0	1	11.1
Assistant Bus. Mgr.	#M	3		4		4		4		7		10		14		14		16		14	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	1	9.1	1	6.7	1	6.7	1	5.9	0	0.0
Assistant to Bus. Mgr.	#M	6		6		6		8		8		12		17		17		18		18	
	#W	0	0.0	2	25.0	3	33.3	3	27.3	3	27.3	3	25.0	7	29.2	7	29.2	9	33.3	7	28.0

Community Colleges		62-63	%W	63-64	%W	64-65	%W	65-66	%W	66-67	%W	67-68	%W	68-69	%W	69-70	%W	70-71	%W	71-72	%W
Business Manager	#M	2		1		4		4		4		3		4		3		5		6	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Assistant Bus. Mgr.	#M	1		1		1		1		1		1		2		4		5		7	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5
Assistant to Bus. Mgr.	#M	0		0		1		1		1		2		5		3		7		11	
	#W	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	2	28.6	4	57.1	6	46.1	4	26.7

SOURCE: CACSW Administrative Profile

GRAPH II-B. PERCENT REPRESENTATION OF FULL DEANS AT THE SENIOR COLLEGES BY SEX: 1962-72



GRAPH II-C. PERCENT REPRESENTATION OF FULL DEANS AT THE COMMUNITY COLLEGES BY SEX: 1962-72

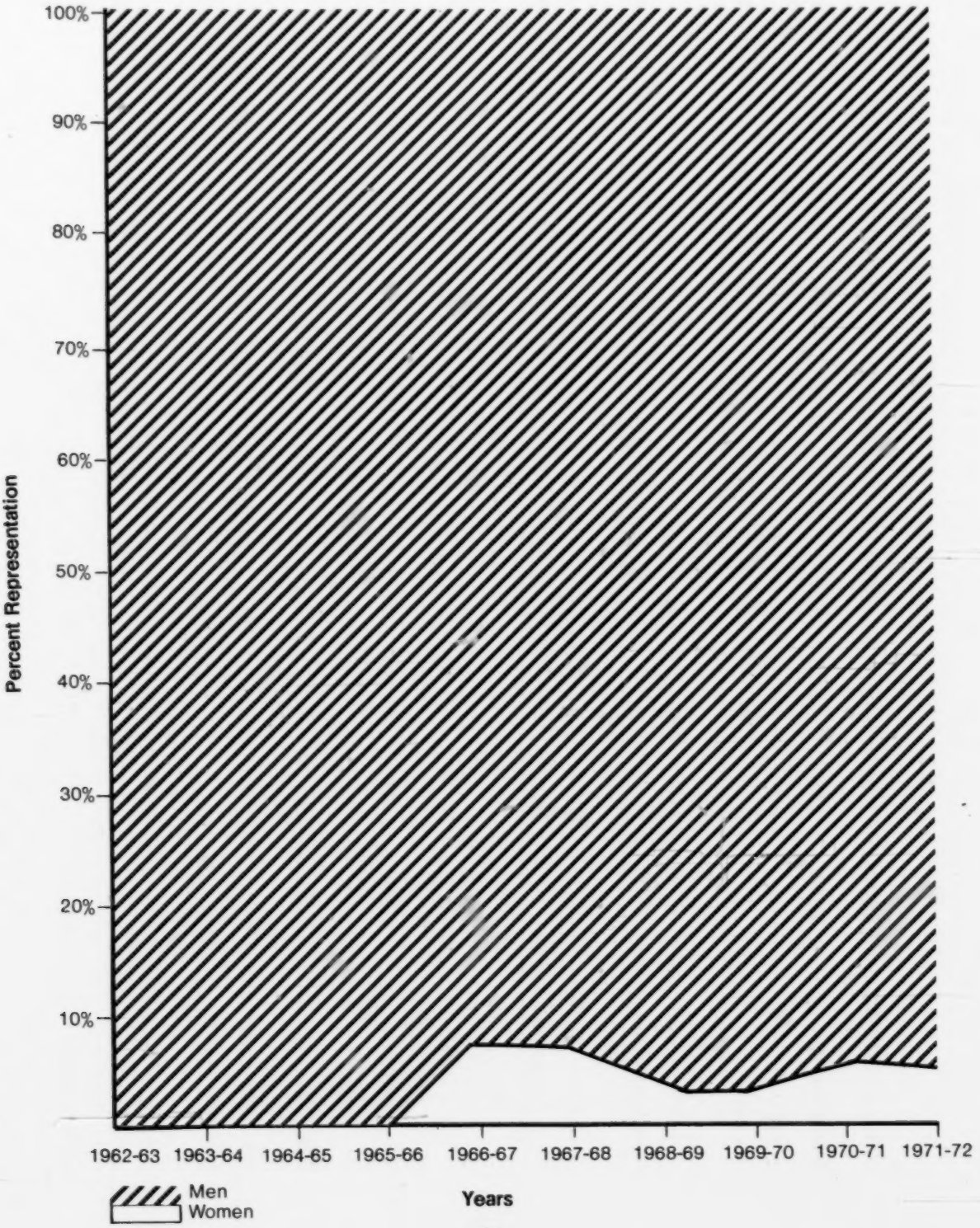


TABLE II-12. REGISTRAR SERIES AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: 1962-63 TO 1971-72

Senior Colleges		62-63	%W	63-64	%W	64-65	%W	65-66	%W	66-67	%W	67-68	%W	68-69-	%W	69-70	%W	70-71	%W	71-72	%W
Registrar	#M	3	0.0	4	0.0	4	0.0	3	0.0	4	0.0	5	16.7	7	12.5	9	0.0	8	0.0	8	0.0
	#W	0		0		0		0		0		0		0		0		0		0	
Associate Registrar	#M	2	50.0	3	50.0	3	40.0	3	33.3	5	37.5	3	40.0	5	28.6	5	28.6	5	37.5	6	40.0
	#W	2		3		2		2		3		2		2		2		3		4	
Assistant Registrar	#M	5	50.0	7	53.3	9	30.8	3	80.0	7	56.3	11	52.2	12	50.0	7	56.3	7	61.1	12	45.5
	#W	5		8		4		12		9		12		12		9		11		10	

Community Colleges		62-63	%W	63-64	%W	64-65	%W	65-66	%W	66-67	%W	67-68	%W	68-69	%W	69-70	%W	70-71	%W	71-72	%W
Registrar	#M	2	0.0	1	0.0	3	25.0	3	25.0	2	33.3	3	0.0	2	0.0	2	0.0	4	0.0	6	0.0
	#W	0		0		1		1		1		0		0		0		0		0	
Associate Registrar	#M											0		0		0		3		5	
	#W											1	100	1	100	1	100	3	50.0	4	44.4
Assistant Registrar	#M			0		0		1		2		5		6		8		6		9	
	#W			2	100	2	100	3	75.0	3	60.0	2	28.6	2	25.0	3	27.3	5	45.5	3	25.0

SOURCE: CACSW Administrative Profile

growth for women is not encouraging: 10% (1 of 10) of the business manager jobs, 5.6% (1 of 18) of the assistant business manager jobs, and 32.4% (11 of 34) of the assistant to business manager jobs went to women.[9] At the senior colleges women received 16.7% (1 of 6) of the new business manager positions, 0% (0 of 11) of the new assistant business manager slots, and 36.8% (7 of 19) of the lowest rank. At the community colleges they received 0% (0 of 4) of the new business manager positions, 14.2% (1 of 7) of the assistant rank, and 26.7% (4 of 15) of the lowest rank positions.

C. OVERLOOKING WOMEN

Hiring and promotion policies determine opportunities for employment and advancement within a workforce. To ascertain if there is a relationship between CUNY's personnel practices in these areas and the patterns previously described—the lack of women in upper administrative positions and their concentration in the lower titles of administrative job series'—the Committee undertook the following studies of hiring and promotion.

Hiring

The process by which employees are brought into a workforce involves two steps, recruitment and hiring. Recruitment activities allow for the development of an applicant pool from which hiring decisions can be made.

The Committee's examination of recruitment activities at higher administrative levels was inconclusive. Search committees of the BHE were initiated at CUNY in the 1960s to locate candidates for college presidencies. At the college level, appointment is a presidential power subject to BHE approval. Since the late 1960s, presidents also have tended to use search committees to recruit major college deans. Although individuals active on search committees were interviewed, the Committee was unable to determine whether women were underrepresented in the applicant pool for each search in terms of their availability within the national and CUNY workforce. However, one retired member of the CUNY community who had staffed a number of presidential search committees during the early 1960s expressed the opinion that at that time women were rarely sought for high-ranking college administrative positions; and that the search committees invariably evaluated women when they appeared as candidates for appointment differently from men.

> First, let me say that most search committees in those days were composed of men. The candidates were generally divided into three groups, numbered one, two, and three. Invariably males with outstanding scholarly records but limited administrative experience were placed in Group Two, while females with the same backgrounds were put into Group Three.[10]

Hiring decisions were more easily evaluated. From an investigation of the fall 1971 holders of two top-level administrative posts—college presidencies where women were two of 19 positions and deans of faculty or their equivalent (where women were one of 24 positions)[11]—the Committee concluded that CUNY's selection process for high level administrative personnel disproportionately excludes women. Candidates for appointment are sought from an exceedingly narrow range of job categories in which few women are currently employed.

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9. The sole female business manager retired in 1972.
10. Interview with a retired CUNY employee who had administratively serviced such committees, conducted by the Committee's project director, fall 1972.
11. The Committee's survey of deans of faculty included all 19 CUNY colleges. A few of these CUNY colleges are divided into schools with several divisional (or academic) deans such as a Dean of Social Science performing the duties of a dean of faculty within these smaller areas. For the purposes of this survey, divisional deans were counted as the equivalent of deans of faculty with the exception of Hunter College. There the Provost essentially functions as a college-wide dean of faculties and thus was utilized instead of its three academic deans.

The Committee's sample showed that CUNY tends to appoint candidates to these top administrative positions about equally from within and without its system. Slightly over one-half (10 of 19) of the college presidents came from within the CUNY system including five of ten senior college presidents, four of eight community college presidents, and the GSUC president. The remaining nine were recruited from outside the system. All were hired directly from administrative posts in higher education (or related) institutions, with the large majority having been presidents of smaller colleges, college deans, department chairpersons, or provosts.

Of the total number of 24 deans of faculty or their equivalent, 20 (83%) were hired from within CUNY, with the remaining four (17%) coming from outside the New York metropolitan area. All but one of these individuals nad served previously in lesser administrative capacities within higher education, particularly as lower-titled deans and department chairpersons.

Promotion

Women and men in the Registrar series are subject to differential employment consideration. This is the conclusion drawn by the Committee from a 10-year (1962-63 to 1971-72) Promotion-Tracking Study of this job category for all 18 CUNY colleges.[12] Although no generalization can be made from this study to other administrative series' at CUNY, the Committee is of the opinion that if other tracking studies were conducted similar practices on promotion would be uncovered.

The Registrar series consists of three titles—assistant, associate, and full registrar—and is the only tenure bearing non-teaching Instructional Staff series at CUNY. The explicit qualifications for the job include a combination of the B.A. degree and experience, except for the full registrar job where possession of the M.A. degree is required.

The September 1971 profile of the Registrar series showed that women were 38.2% (13 of 34) of assistant registrars; 42.1% (8 of 19) of associate registrars; and 0% (0 of 14) of registrars. During the tracking years, the series expanded noticeably: considering all ranks, it increased from 19 to 67, for a total of 48 new positions. One hundred and twenty-three persons appear in those positions, forming the population of the tracking study.

Although women are promoted as frequently as men from the rank of assistant to associate registrar, they lack access to the uppermost rank of registrar. During the tracking period, 43 men and 40 women held the position of assistant registrar. Of this group, six men and six women were promoted;[13] however, of the 13 men who served as associate registrars prior to 1971-72, five became registrars while of the 11 women, none became registrars. Of the 25 persons who were appointed as full registrars during the Committee's entire tracking period, only one was a woman.[14]

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12. All individuals who were assistant registrars in the 1962-63 academic year were tracked to the end of their CUNY careers or to the 1971-72 academic year, whichever came first. The Promotional-Tracking Study also traced all those who appeared in any registrar title during this survey period. Information on all persons in the series was obtained from the colleges directly or, in two cases where the requested data was not forwarded to the Committee, from their respective catalogues. Despite the Committee's caution to verify its data, ambiguities are present. First, the number of previous years served before being promoted is unknown for the three assistant registrars who appear in the series at the start of the Committee's 10-year tracking period. Second, the number of promotions (as opposed to people in the series) was so small that computation of median years at previous rank was not meaningful. Third, it was impossible to thoroughly check whether individuals entering and leaving the series were hired from or appointed to other CUNY jobs. Fourth, the data does not clarify the reasons for individuals leaving the series—i.e., were they wooed away by better job opportunities or were they disenchanted with career mobility prospects at CUNY?
13. Women fare slightly better in promotions from the assistant to associate rank at the community colleges than they do at the senior colleges. Of the 40 female assistant registrars in the study, the one-third who were located at the community colleges accounted for half of the promotions.
14. She was appointed from outside CUNY and served two years at a community college. Two additional women served one year terms as *acting* registrars.

Moreover, it would appear that openings at the associate and full registrar levels are filled by men recruited from outside CUNY while both women and men qualified for promotion remained at the rank of assistant registrar. In one college a male associate was recruited from outside while at that college alone there were three women with a minimum of five years experience as assistant registrars. This occurred in 1968-69. In 1971-72 the practice reoccurred: three men with no previous experience in the CUNY registrar series were hired as associates although there were seven women and six men with two or more years of experience, and five women and three men with four or more years of experience as assistant registrars in the CUNY system at the time.

It would also appear that men are promoted faster than women. Annual promotions among men were not uncommon whereas they were among women. One man hired as an associate registrar at a senior college was promoted to a full registrar in one year. Another man hired as an associate at a senior college became a full registrar at a community college a year later. By way of contrast, women serve as assistant registrars for upwards of six years without promotion. One woman has been an assistant registrar for nine years.

Twelve of the 14 employed in the all-male full registrar title in 1971-72 had been appointed during the tracking period.[15] Of these, half had been promoted from the CUNY registrar series. The other six had been recruited from outside CUNY, despite the fact that at the date of their respective appointments there were a minimum of six associate registrars (women and men) with four years experience at the associate level in the CUNY system. Of the total group of 17 men employed as full registrars at this time, five or 30% did not hold the requisite M.A. degree.

Finally, the average age of the women employed as assistant and associate registrars should be noted. As a group they are in the mid-to-late 40s, making invalid the employment rationalization often used to avoid appointing women to positions of responsibility, i.e., that they are apt to leave to raise a family.

D. ADMINISTRATIVE PROFILES

The inevitable consequences of the employment patterns just documented are presented in Tables II-13 to II-21. These show the almost total exclusion of women (and minorities) from the upper administrative ranks of selected senior and community colleges as well as the sex-stereotyped employment of the few women found in these job categories.

E. SEX TYPING

Analysis of the occupational categories within the administration shows that CUNY reflects cultural conditioning: sex stereotyping is evident in both the administrative and supportive staff. Of the few women holding highly responsible positions, most are concentrated where they have power and influence only over female students and faculty. Within the supportive staff, sexual segregation is rampant. Of the 82 classified titles at CUNY, approximately half are totally segregated by sex: 30 are all-male (e.g., architect, executive chef, motor vehicle operator, engineer) and nine are all-female (e.g., staff nurse, head cashier, waitress, secretary, hostess, dietician). All of the latter are lower paying occupations. Following is a discussion of female employment at CUNY from these two perspectives: the negligible role of women in traditionally male occupations and the lesser status of female occupations.

Women Administrators

To determine if the role of women in top-level administration at CUNY is limited by sex stereotypes, the Committee undertook a 9-year (1962-63 to 1971-72) survey of the deanship positions held by women.[16]

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15. The Committee only had career information for 14 of the 17 full registrars employed in 1971-72.
16. Deanship titles are not consistent throughout CUNY, changing to meet the needs of individual colleges. The most

TABLE II-13. BROOKLYN COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
white male

Vice President
white male

Dean of Faculties white male	*Dean of Teacher Education* ***white female***	Dean of Social Science white male	Dean of Science white male	Dean of Students white male	*Dean of Humanities* ***white female***	Dean of Contemporary Studies black male	Dean of Liberal Arts white male
Associate Dean of Faculties black male	*Associate Dean of Faculties* ***white female***	Associate Dean of Administration Services white male	Associate Dean of Students white male	Associate Dean of Graduate Studies white male	Associate Dean of College white male		
Assistant Dean of Faculties ***white female***	Assistant Dean of Faculties latin male	Assistant Dean of College white male					
Assistant Dean of General Studies white male	Assistant Dean of General Studies white male	Assistant Dean of General Studies white male	Assistant Dean of Students black male	Assistant Dean of Students black male	Assistant Dean of Students white male	Assistant Dean of Students white male	

SOURCE: CACSW Administrative Profile

TABLE II-14. CITY COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
white male

Vice President/Provost
white male

Vice President of Administration
white male

Dean of Campus Planning latin male	Dean of Education white male	Dean of Administration white male	Dean of Engineering white male	Dean of Architecture white male	Dean of College of Liberal Arts and Sciences latin male	Dean of Graduate Studies white male	Dean of Students white male	*Dean of Nursing* ***white female***	Dean of General Studies white male
Associate Dean of Education white male	Associate Dean of Education white male	Associate Dean of Engineering white male	Associate Dean of Engineering white male	Associate Dean of College of Liberal Arts and Sciences white male	Associate Dean of College of Liberal Arts and Sciences white male	Associate Dean of Student Personnel white male	Associate Dean of Special Programs black male	Associate Dean of Summer Session black male	
Assistant Dean of Education white male	Assistant Dean of Engineering white male	Assistant Dean of President's Office white male	Assistant Dean of General Studies white male						

SOURCE: CACSW Administrative Profile

TABLE II-15. HOSTOS COMMUNITY COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
latin male

Vice President Academic Affairs
latin male

Dean of Students
latin female

Dean of Administration
white male

Dean of Health Sciences
black male

Associate Dean of Students
black male

Associate Dean of Health Sciences
white male

Assistant Dean of Instruction
white male

SOURCE: CACSW Administrative Profile

TABLE II-16. HUNTER COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
white female

Provost
white male

Dean of Nursing ***white female***	Dean of Administration white male	Dean of Humanities white male	Dean of Science/ Mathematics white male	Dean of Health Sciences white male	*Dean of Social Sciences* ***white female***	Dean of Graduate Studies white male
Dean of Academic Advisement white male	*Dean of Students* ***white female***	Dean of Education white male	Dean of The School of General Studies white male	Dean of The School of Social Work white male	*Dean of Biological Sciences* ***white female***	
Associate Dean of Students white male	Associate Dean of Education white male	Associate Dean of The School of General Studies white male	*Associate Dean of The School of Social Work* ***white female***			
Assistant Dean of Education ***white female***	Assistant Dean of The School of General Studies white male					

SOURCE: CACSW Administrative Profile

TABLE II-17. JOHN JAY COLLEGE OF CRIMINAL JUSTICE ADMINISTRATION PROFILE: FALL 1971

President
white male

Vice President
white male

Dean of Faculty
white male

Dean of Students
white male

Dean of Administration
white male

Associate Dean of Graduate Studies
white female

Associate Dean of Students
white male

Assistant Dean of Students
white male

SOURCE: CACSW Administrative Profile

TABLE II-18. MEDGAR EVERS COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
black male

Vice President
black male

Dean of Faculty
black male

Dean of Administration
white male

Dean of Planning
white male

Dean of Student Services
black male

Associate Dean of Student Services
black male

Assistant Dean of Administration
black female

SOURCE: CACSW Administrative Profile

TABLE II-19. QUEENS COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
white male

Vice President
white male

Dean of Administration white male	Dean of Education white male	Dean of Students white male	Dean of General Studies white male	Dean of Graduate Studies white male	Dean of Faculty white male	
Associate Dean of Administration white male	Associate Dean of Education white male	Associate Dean of Students black male	Associate Dean of General Studies white male	Associate Dean of Faculty-Arts white male	Associate Dean of Faculty-Sciences white male	Associate Dean of Faculty-Social Sciences white male
Assistant Dean of Education white male	Assistant Dean of General Studies white male	Assistant Dean of Faculty white male				

SOURCE: CACSW Administrative Profile

TABLE II-20. QUEENSBOROUGH COMMUNITY COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
white male

Dean of Faculty white male	Dean of Institutional and Academic Affairs white male	Dean of Administration white male	Dean of Open Admissions and Summer Session white male	*Dean of Students (Acting)* ***white female***
Associate Dean of Faculty white male	*Associate Dean of Institutional and Academic Affairs* ***white female***	*Associate Dean of College* ***white female***	Associate Dean of Evening and General Studies white male	Associate Dean of Students white male

SOURCE: CACSW Administrative Profile

TABLE II-21. STATEN ISLAND COMMUNITY COLLEGE ADMINISTRATION PROFILE: FALL 1971

President
white male

Vice President
white male

Dean of Faculty white male	Dean of College white male	Dean of Students white male	Dean of Administration white male	Dean of Experimenting Programs white male
Associate Dean of Faculty-Summer Session white male	*Associate Dean of Faculty-Evening and Continuing Education* ***white female***	Associate Dean of Faculty-Open Admissions white male	Associate Dean of Students black male	
Assistant Dean of Faculty ***white female***	Assistant Dean of Administration black male	Assistant Dean of Experimenting Programs black male		

SOURCE: CACSW Administrative Profile

The results of this study are conclusive: in those rare instances where women do serve as deans they are generally found in positions which reflect societal notions about the proper roles, abilities, and interests of women. The fall 1971 profile of women in full deanship positions, for example, shows a total of eight women serving as deans of nursing, humanities, teacher education, students, social science, and faculty.[17]

The Committee's historic profile clearly reinforces this picture. It shows that women held 16 full deanship positions during the survey period, nine at senior and seven at community colleges. As Table II-22 indicates, nearly half (46%) of these 16 women served as deans of students, a position involving counseling skills which are generally sex stereotyped as female. In addition to the position of dean of students, women were often found as deans of nursing.

At this top rank, then, women are virtually absent from such positions as deans of faculty, School of General Studies, and administration each of which entails control over fiscal matters and employment policies (appointment and promotion) at the colleges. During the entire survey period, only two women served in these positions—one as Dean of Evening Session at Staten Island Community College for two years and the other as Dean of Faculty at Hunter College for four years.[18]

Women's Work

The lesser status of female occupations at CUNY can be best demonstrated by the classified secretarial and clerical employees known as Gittlesons after the state legislator who sponsored the civil service legislation governing these positions.[19] The three ranks of Gittleson employees in promotional order are: College Office Assistant A (COAA) or College Secretarial Assistant A (CSAA); College Office Assistant B (COAB) or College Secretarial Assistant B (CSAB); and College Administrative Assistant (CAA). Qualifications for employment as a Gittleson vary slightly by rank but generally require a combination of education—high school graduation and some college education (or its equivalent)—and experience in general office work; plus the ability to typewrite and to take dictation at specified rates of speed. Entrance to this job series and promotion within its ranks is by competitive examination.

At the time of the Committee's survey the University was not in compliance with the state law requiring that Group A Gittlesons be no more than 40% and Group C no less than 15% of the total Gittleson staff. The fall 1971 statistics indicated that 65% of all Gittlesons were in Group A and 12% were in Group C. (See Table II-23.)

Although men form only 4.1% of the Gittleson employees, they are found nearly three times as often as women in the uppermost rank of CAA, as shown in Table II-23. Of all male Gittleson employees, 29.4% (32 of 109) are CAAs; of all female Gittleson employees, 11.6% (299 of 2,562) are CAAs.[20] This pattern is sustained when only tenure Gittlesons (with at least three years service) are considered. The largest percentage of tenured males, 45% (31 of 69) are in the highest rank of CAA. Of the female tenured Gittlesons, only 14.7% (274 of 1,928) are at this rank.

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commonly found titles at CUNY colleges include dean of faculty, students, School of General Studies (SGS), and administration. Occasionally, deanship titles vary between the senior and community colleges. For example, deans of evening sessions at the community colleges are equivalent to deans of SGS at the senior colleges. Moreover, deanship titles do not always accurately reflect duties. For example, at certain community colleges associate deans of faculty function in the capacity of deans of evening session (or deans of SGS).

17. Not counted in the fall 1971 profile was one woman who was serving as an *acting* Dean of Science and Mathematics at a senior college.
18. During the Committee's survey period three women with the title of associate dean of faculty at community colleges ostensibly functioned as full deans of evening session. They were not counted in the Committee's historic profile of full deanships.
19. In addition, there are approximately 40 CUNY secretaries working within the University. This is a non-competitive job category.
20. The rank distribution pattern for women and men Gittlesons was more nearly identical at Central Office: 70.9% of the women and 72.7% of the men were at the lowest rank, 17.1% of the women and 18.2% of the men were Gittleson Bs, and 12.0% of the women and 9.1% of the men were at the top rank.

TABLE II-22. WOMEN IN DEANSHIP POSITIONS BY TITLE AND BY RANK AT THE SENIOR AND COMMUNITY COLLEGES: 1962 TO 1971*

Deanship and Rank	Senior Colleges	Community Colleges	Totals
FULL DEAN:			
Campus		40. (1970-1971)	1
Evening Session		48. (1966-1968)	1
Faculty	12. (1963-1967)		1
Humanities	7. (1971-present)		1
Nursing	9. (1969-present)		
	21. (1970-present)		2
School of Education	4. (1971-present)		1
Social Science	16. (1967-present)		1
Students	8. (1962-1963)	36. (1971-present)	
	13. (1963-present)	37. (1966-1970)	
		41. (1970-1971)	
		43. (1971-present)	
		47. (1971-present)	7
Science and Mathematics	19. (1969-1970)**		1
			16 (subtotal)
ASSOCIATE DEAN:			
College of Liberal Arts & Sciences	10. (1970-1971)		1
College	46. (1970-1971)		
Evening and Continuing Education		44. (1971-present)	
		49. (1971-present)	
		34. (1969-present)	3
Faculty	25. (1968-1969)	40. (1971-present)	
	26. (1968-1969)**	45. (1971-present)	
	(1969-present)		
	23. (1970-1971)		5
Graduate Studies	23. (1971-present)		1
Health Sciences		35. (1969-1971)	1
Humanities	29. (1971-present)		1
Natural Science and Mathematics	27. (1971-present)		1
School of General Studies	3. (1970-present)		1
Social Work	20. (1967-present)		1
Special Programs	11. (1970-1971)		1
Students	1. (1962-1968)	33. (1966-present)	
		43. (1968-1971)	
		31. (1971-present)	
		32. (1971-present)	
		47. (1971-present)	6
Teacher Education	4. (1968-1971)		1
			24 (subtotal)
ASSISTANT DEAN:			
Administration	24. (1971-present)		1
Career Programs		38. (1968-1969)	1
College of Liberal Arts and Sciences	10. (1969-1970)		1
Continuing Education		44. (1970-1971)	1
Faculty	5. (1968-present)		
	49. (1970-1971)		
	50. (1971-present)		
	52. (1970-present)		4
Natural Science and Mathematics	27. (1970-1971)		1
Programs in Education	18. (1968-present)		1
School of General Studies	3. (1968-1970)		1
Students	2. (1962-1966)	33. (1963-1966)	
	14. (1963-1968)	39. (1970-present)	
	15. (1966-1969)	42. (1964-1967)	
	14. (1968-1972)	43. (1967-1968)	
	22. (1970-1971)		
	17. (1967-1968)		
	28. (1971-present)**		
		51. (1970-present)	
		30. (1970-1971)	13
Teacher Education	6. (1968-1971)		1
			25 (subtotal)
(NUMBER OF WOMEN 52)	GRAND TOTAL OF POSITIONS HELD		65

*Numbers correspond to persons; repeated numbers indicate women who have held more than one position.
**Active

SOURCE: CACSW Administrative Profile

The Comittee's investigation of the Gittleson titles disclosed four major reasons for the massive clustering of women in this occupation: 1) cultural sex stereotyping, 2) low salary, 3) slow promotion (within the Gittleson titles), and 4) lack of career mobility (beyond the Gittleson titles).

1. Cultural Sex Stereotyping: "The nature of the Gittleson job is such," the Committee was told at its public hearings, "that no men are interested in applying." Because of their office housekeeping functions, Gittleson titles are only considered to be suitable for women. As a corollary, women in these titles are often seen by their (usually male) supervisors as incapable of exercising discretionary power.

2. Low Salary: Salary range within the three titles is limited: Group A employees earn between $6,600-$9,060; Group B, between $8,000-$10,665; and Group C, between $9,500-$13,050. As the previous table has shown, 64% of all Gittlesons are in the lowest salary group earning less than $10,000 per year. Eighty-eight percent of all Gittlesons earn less than $11,000 per year.

The salary range for Group A Gittlesons is low not only in terms of the cost of living in New York City but also in relation to the minimum salary received in other classified staff titles at CUNY. Only 14 of the total number of 82 such titles have lesser starting salaries than Gittleson As. Conversely, there are several all-male classified job categories which receive higher starting salaries (although still quite low) which do not seem to require skills greater than those required for Gittleson positions. These include elevator starters (starting salary; $6,850) and motor vehicle operators (starting salary; $7,300). It may also be noted that the Gittleson salary range reinforces the inferior status of this occupation. The starting salary of Gittleson employees promoted beyond Group A is not equivalent to that of employees in even the lowest titles of CUNY's administrative job series. It is less than that earned, for example, by research assistants who begin at $11,000, assistant registrars who begin at $12,300, and assistant to HEOs whose starting salary is $12,700.

3. Slow Promotion (within the Gittleson Titles): The Committee's investigation revealed that infrequent (every three to four years) offering of promotional exams constituted a primary barrier to upward mobility within this job series.[21] Another limitation on upward mobility may be the promotional exams themselves which several Gittleson employees indicated were irrelevant to on-the-job duties.

4. Lack of Career Mobility (Beyond the Gittleson Titles): At the present time the Gittleson job series is essentially a dead-end job category. Although the Gittleson law provides for "leaves of absence" in the event that an employee is promoted to a higher position, CUNY personnel officials readily admitted to the Committee's research staff that it was not CUNY policy to recruit from among the Gittleson staff for job openings within the ranks of the CUNY administration.[22] There are no CUNY training or upgrading programs for Gittleson employees and there are no provisions for part-time work as Gittlesons.

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21. Although the Committee could not ascertain how many Gittleson employees excluded themselves from promotional opportunities by not taking the exams, it did learn of one way in which the system which is theoretically designed to benefit those who take the promotional exams can in fact work to their disadvantage.
Promotion within the Gittleson series proceeds from a dual-promotion list. After the exams are given, the names of those who have passed are placed onto both a University and a college list by number. University records show that within a specified time-period almost all of those who have passed their exams are offered promotions either at the same unit at which they are working or elsewhere in the CUNY system. Because some employees do not wish to change locations, opportunities for CUNY-wide promotions may be voluntarily bypassed. When this occurs, names fall to the bottom of the University list, although they retain their position on the individual college list. Names remaining on the University list when the next promotional examination is given are dropped from both lists. To be considered for promotion these individuals must retake the examinations, thereby securing a competitive position on the new promotional lists.

22. In December 1972, after the CACSW report had been transmitted to the Chancellor, the Office of the Vice Chancellor for Faculty and Staff Relations forwarded a memorandum to each of the CUNY college presidents which supported "an equal opportunity employment program" that does not overlook the Gittleson staff. In part, it stated that:

> . . . each college should adopt as its policy that all newly established or vacant positions in the HEO, Business Manager and Registrar series will be publicized, that all employees will be encouraged to apply for such positions, and that all qualified applicants will be interviewed for such positions.

TABLE II-23. RANK DISTRIBUTION OF TENURED AND UNTENURED GITTLESON EMPLOYEES IN THE CUNY COLLEGES BY SEX: FALL 1971

Tenured And Untenured

Title	State Law	Total in Title #	Total in Title %	Men #	Men %	Women #	Women %	Rank Distribution % Men	Rank Distribution % Women
COAA/CSAA	Max. 40%	1727	65	60	3.5	1667	96.5	55.0	65.1
COAB/CSAB		613	23	17	2.8	596	97.2	15.6	23.3
CAA	Min. 15%	331	12	32	9.7	299	90.3	29.4	11.6
	TOTAL	2671		109		2562			

Tenured Only

Title	State Law	Total in Title #	Total in Title %	Men #	Men %	Women #	Women %	Rank Distribution % Men	Rank Distribution % Women
COAA/CSAA	Max. 40%	1084	54.3	21	1.9	1063	98.1	30.4	55.1
COAB/CSAB		608	30.4	17	2.8	591	97.2	24.6	30.7
CAA	Min. 15%	305	15.3	31	10.2	274	89.8	45.0	14.2
	TOTAL	1997		69		1928	96.5		

SOURCE: University Affirmative Action Statistics (November 1970 and November 1971)

CHAPTER III: CUNY AS AN EMPLOYER: WOMEN IN THE FACULTY

This chapter analyzes the employment and career patterns of women who comprise 32% of the CUNY faculty. At each college and in each of the Committee's ten selected disciplines, the representation of women is skewed toward the lower ranks, increasing as the status of the rank decreases. Similarly, women are distributed among the ranks such that their largest percents are found in the lower rank titles. Only a small fraction of women are teaching in the upper titles, almost none have been hired in at those ranks.

In fact, of the women who are full professors, only 8.6% began at that rank while 31.4% of the men who are full professors were hired in at top ranks. Women also remain at rank for a longer period of time than do men before being promoted. In certain disciplines—most noticeably biology and mathematics—they spend up to six years longer than men at rank prior to promotion. Despite CUNY's status as a public university with predetermined salary schedules, women are often paid less than men of equal qualifications having been hired at lower salary steps.

The data on which these findings are based was collected by department for all senior and community colleges and for the Graduate School and University Center for the 1971-72 academic year.[1] Disciplines were selected from four major categories—Natural Science, Social Science, Art and Humanities, and Professional Studies—on the basis of the amount of female representation. This was developed by using as a base the percentage of doctorates awarded nationally to women between 1960-69 in each field and resulted in the selection of ten disciplines as presented in Table III-1.[2]

This study sample constitutes the Committee's Employment Profile.[3] It was organized both *by discipline* and *by college* in terms of rank representation ("within rank") and rank distribution ("within sex").[4] This data was also used to examine the CUNY colleges across a number of dimensions: senior colleges were compared to community colleges, new colleges to old colleges, large colleges to small colleges.

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1. The CACSW faculty survey studies for the 1971-72 academic year are inclusive of the fall 1971 semester. At the time the Committee undertook its survey, data on the spring 1972 semester was unavailable.
HEW guidelines on the enforcement of EO 11246, as amended, note that individual departments constitute the hiring units for academic institutions. Thus, data which analyzes employment and career patterns of women must be based on academic departments. In order to facilitate analysis of the data collected for 19 institutions, the Committee found it necessary to collapse the college by college departmental data into CUNY-wide disciplines. However, Appendix C to this Chapter presents the data by departments and the affirmative action discussion in Chapter VI of this report develops availability pools for each of the individual departments by selected disciplines and ranks for the senior colleges.
2. The Committee determined to select three disciplines in each major category—those with the greatest, average, and lowest percent of doctorates awarded nationally to women. However, in the Natural Science and Professional Studies categories the disciplines of physics and engineering were eliminated because it was felt that the extremely low percent of doctorates awarded to women would skew the sample from its equity base. The percent doctorates earned by women by discipline presented in Table III-1 varies slightly with the affirmative action (availability) data tables in Chapter VI. This is due to the fact that the Committee used prepared data of all fields to develop Table III-1 and calculated the data presented in Chapter VI.
3. The Employment Profile consisted of 1,874 women and 4,656 men (1,392 women and 3,257 men at the senior colleges and 482 women and 1,399 men at the community colleges), accounting for 50% of the senior and 40.7% of the community college faculty. A comparison of the Committee's Employment Profile with the entire CUNY faculty, as presented in the CUNY Affirmative Action statistics of November 30, 1971, indicates that the employment profile is indeed representative of the situation of women at CUNY, as Tables III-2 and III-3 show. At the senior colleges, women are 32.3% of the total faculty and 29.9% of the CACSW's study sample; while at the community colleges they are 29.4% of the total faculty and 34.5% of the Committee's Employment Profile. Tables III-2 and III-3 also show that the Employment Profile reflects the rank distribution pattern of women and men of the total CUNY faculty at both the senior and community colleges.
4. Discipline profiles of the community colleges are presented in terms of the four major subject areas rather than by individual discipline because the community colleges did not consistently have departments in the ten disciplines for which faculty information was requested.

TABLE III-1. CACSW FACULTY SAMPLE: TEN SELECTED DISCIPLINES

Major Category	Discipline	% Doctorates Earned By Women Nationally
1. Natural Science	1. Biology	20.2
	2. Mathematics	6.5
2. Social Science	3. History	11.7
	4. Political Science	8.8
	5. Psychology	20.2
3. Arts and Humanities	6. English	24.0
	7. Philosophy	11.0
	8. Music	13.5
4. Professional Studies	9. Education	19.8
	10. Business	2.8

1. The data concerning degrees awarded was derived from the U.S. Department of Health, Education, and Welfare, Bureau of Research and Development and the National Center for Educational Statistics, *Earned Degrees Conferred: Bachelor's and Higher Degrees*, "Proportion of Doctorates Earned by Women, By Area and Field, 1960-69."

TABLE III-2. COMPARISON OF UNIVERSITY AFFIRMATIVE ACTION AND CACSW EMPLOYMENT PROFILE STATISTICS (PERCENT REPRESENTATION AND DISTRIBUTION) AT THE SENIOR COLLEGES: FALL 1971

	Affirmative Action					CACSW				
Academic Rank	**#Men**	**#Women**	**%Women /Rank**	**%Men /Men**	**%Women /Women**	**#Men**	**#Women**	**%Women /Rank**	**%Men /Men**	**%Women /Women**
Professor	753	145	16.1	11.8	4.8	390	78	16.7	12.0	5.7
Associate	685	239	25.9	10.8	7.9	360	123	25.5	11.1	8.9
Assistant	1313	554	29.7	20.6	18.3	698	280	28.6	21.4	20.4
Subtotal, Tenure Bearing Lines	2751	938	25.4	43.2	30.9	1448	481	24.9	44.5	34.5
Instructor	626	461	42.4	9.8	15.2	305	167	35.4	9.3	12.2
Subtotal, Promot'l Lines	3377	1399	29.3	53.1	46.1	1753	648	27.0	53.8	46.6
Lecturer (Full-Time)	686	568	43.3	10.8	18.7	238	165	40.9	7.4	12.0
Lecturer (Part-Time)	326	232	41.6	5.1	7.6	156	115	42.4	4.9	8.4
Subtotal, Lecturers	1012	800	44.2	15.9	26.4	394	280	41.5	12.1	20.1
All Adjuncts	1973	834	29.7	31.0	27.5	1064	447	29.6	33.1	32.5
TOTALS	6362	3033	32.3	100.0	100.0	3257	1392	29.9	100.0	100.0

SOURCE: CACSW Employment Profile; University Affirmative Action Statistics (November 1971)

TABLE III-3. COMPARISON OF UNIVERSITY AFFIRMATIVE ACTION AND CACSW EMPLOYMENT PROFILE STATISTICS (PERCENT REPRESENTATION AND DISTRIBUTION) AT THE COMMUNITY COLLEGES: FALL 1971

	Affirmative Action					CACSW				
Academic Rank	**#Men**	**#Women**	**%Women /Rank**	**%Men /Men**	**%Women /Women**	**#Men**	**#Women**	**%Women /Rank**	**%Men /Men**	**%Women /Women**
Professor	140	23	14.1	4.5	1.5	99	17	14.2	7.1	3.5
Associate	230	89	27.9	7.4	5.8	114	29	20.3	8.1	6.0
Assistant	625	275	37.5	20.2	24.6	321	135	29.6	22.9	28.2
Subtotal, Tenure Bearing Lines	995	487	32.9	32.1	31.9	534	181	25.3	38.1	37.7
Instructor	270	324	54.6	8.7	21.2	148	79	34.8	10.6	16.5
Subtotal, Promot'l Lines	1265	811	39.1	40.8	53.1	682	260	27.6	48.7	54.2
Lecturer (Full-Time)	125	125	50.0	4.0	8.2	58	45	43.7	4.2	9.4
Lecturer (Part-Time)	350	153	30.4	11.3	10.0	10	9	47.4	0.7	1.9
Subtotal, Lecturers	475	278	36.9	15.3	18.2	68	54	44.3	4.9	11.3
All Adjuncts	1357	437	24.4	43.9	28.7	646	165	20.3	46.4	34.5
TOTALS	3097	1526	29.4	100.0	100.0	1399	479	34.5	100.0	100.0

SOURCE: CACSW Employment Profile; University Affirmative Action Statistics (November 1971)

Data on the promotional records of women and men faculty members was developed through the Committee's Career Study which tracked back to initial appointment all assistant, associate, and full professors as of fall 1971 in the ten selected disciplines at three senior (Brooklyn, City, and Queens Colleges) and three community colleges (Bronx, Queensborough, and Staten Island Community Colleges).[5]

To compare the past hiring decisions of each CUNY college (as reflected by the fall 1971 Employment Profile data) to present hiring practices, a Hiring Census was developed from a questionnaire sent to each of the colleges requesting the sex, rank, and salary of all faculty members hired for the 1971-72 year.[6]

A. EMPLOYMENT PATTERNS

Women constitute 29.9% of the teaching staff at the senior and 34.5% at the community colleges. They do do not, as already noted, constitute similar proportions at each of the teaching ranks. Each teaching rank may be analyzed in terms of the *representation* of women and men at that rank (% / total) and in terms of how women as opposed to men *distribute* themselves across the ranks (i.e., women / women). To facilitate this analysis, the CUNY faculty titles are briefly presented.

The titles of instructor, assistant, associate, and full professor form the traditional promotional series for faculty members at CUNY. The latter three titles are tenure bearing; the title of instructor lost its tenure eligibility in 1969 when the agreement between the Legislative Conference and the Board of Higher Education went into effect.[7] Appointment to the title of instructor does not require the Ph.D.; appointment to the tenure bearing titles does require the Ph.D. degree, except for the title of assistant professor at the community colleges.[8] Any person in a tenure bearing title who is appointed for a sixth consecu-

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5. Because departments of business did not exist in each of the colleges, the Committee tracked nine of its selected disciplines in the senior colleges and the four subject areas in the community colleges. For each of the individuals tracked, the Committee collected the following data elements: 1) full name, 2) date of initial CUNY appointment, 3) dates of all promotions, 4) present rank, 5) present salary rate, 6) tenure status, and 7) degrees held (with/without Ph.D.). Since there were no fall 1971 records on those who had been excluded previously from the CUNY system, they were not included in the Committee's Career Study.
The senior college Career Study sample consisted of 243 women and 820 men, or 28.8% of all persons in those titles at the senior colleges; the community college sample consisted of 91 women and 278 men, or 24.9% of the employees in those titles at the community colleges. The Committee computed the average seniority at present rank, the average salary at each rank for women and men, and the average number of years required for promotion at each rank for those persons in the two samples. Despite the large size of the Career Study sample, it did not provide a large enough number of promotions, particularly among women, at each step—i.e., to assistant, from assistant to associate, and from associate to full professor—to allow for statistical testing by department. Only by using the entire sample by discipline could tests be run.
Because the data for the CACSW's Career Study was for the most part aggregated for the first time by the Committee, there were only a limited number of ways its representativeness to the larger CUNY population could be checked. However, a comparison of that data to the total CUNY faculty by senior and community colleges shows that the relative percents of women and men at each rank in the Committee's sample are very nearly the same as those of the CUNY Affirmative Action statistics of November 30, 1971. This can be seen in Table III-4. As Tables III-4 and III-5 demonstrate, the Career Study sample is slightly top heavy for both women and men in tenure bearing lines. This reflects the fact that it was constructed from among the oldest CUNY colleges. Despite this slight skewing, the Career Study does not differ significantly from the makeup of the total CUNY faculty population.
6. The Hiring Census, which did not include the lecturer (part-time) title, tabulated 1,955 new faculty appointments for the senior and 1,219 for the community colleges.
7. Prior to June 16, 1968, the titles of lecturer (full-time) in nursing science, instructor, assistant, associate, and full professor were tenure bearing. Anyone serving within these ranks who was appointed for a fourth consecutive year received tenure. Since then, the titles of instructor in nursing science, assistant, associate, and full professor have been tenure bearing, with tenure being granted after five years of full-time employment. Although no person appointed as an instructor after June 16, 1968 can obtain tenure in that title, there are a number of tenured instructors in the CUNY system.
8. The Ph.D. degree requirement may be met by a BHE equivalency, which may be granted in cases where other

tive year on a full-time basis automatically receives tenure.[9] The annual salary schedule for the instructor title ranges from $12,700 to $17,150 with eight increment steps; for the assistant professor, it ranges from $14,830 to $20,830; for the associate professor, it ranges from $17,830 to $25,500; and for the full professor, it ranges from $22,500 to $31,275.

The lecturer title is a less traditional academic position. Appointment as either a lecturer full-time or part-time does not require the Ph.D. degree. Neither title is career-mobile with promotion to assistant professor being rare even in those cases where the Ph.D. has been obtained. Although lacking upward mobility, the lecturer (full-time) title does offer job security: an Administrative Certificate of Continuous Employment is granted with the appointment for the sixth year of continuous full-time employment (or the eleventh semester of continuous part-time employment).[10] The title has an annual salary schedule ranging from $12,700 to $17,150 with eight increment steps.[11] In theory, the position of lecturer (part-time) is reserved for CUNY graduate students who are working towards their doctorate; no one may be reappointed to this position for more than three years. Its salary schedule is roughly half that of the lecturer (full-time) title ranging from $6,350 to $7,675 annually with five increment steps.

In addition to lecturer (part-time), the irregular faculty at CUNY consists of the adjunct titles. Adjuncts are part-time faculty members who may be appointed at any of the tenure bearing ranks and at the lecturer level. Qualifications for appointment to any adjunct title are the same as those for the full-time appointment to the corresponding rank. Adjunct salary is based on an hourly rate which varies according to rank and is less than a prorate of the comparable annual full-time salary schedule. For example, an adjunct lecturer will generally average about one-half the salary of a lecturer (part-time) carrying the same teaching load. Adjuncts do not receive tenure.[12]

Representation

Women are found in increasingly greater percentages as the status of the ranks decreases. This is true at both the senior and community colleges, as shown in Tables III-2 and III-3. Table III-6 gives the rank representation of women at each of the CUNY colleges. Women are 16.7% of all senior college full professors, a proportion equivalent to roughly one-half their representation in the entire CUNY faculty. They are 25.5% of all senior college associate professors, ranging from 8% (Baruch College) to 55.6% (Medgar Evers College). Half of the senior colleges fall below the 25.5% average (Baruch, City, John Jay, Lehman, and Richmond Colleges).

Women are 28.6% of the assistant professors, a proportion nearly equal to their presence in the senior college faculty as a whole. This lowest tenure bearing rank is the title at which women form the highest proportion of the faculty at almost every college (Medgar Evers and Queens Colleges being the exceptions).

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professional degrees (e.g., M.D. or L.L.B.), professional licenses (e.g., registered architect), or specialized experience (e.g., nursing) are considered to constitute competency. The Ph.D. degree requirement may also be bypassed by a waiver of the BHE Bylaws. Nearly a quarter (24.3%) of those in tenure bearing lines are without the Ph.D. degree, according to CUNY Affirmative Action Office statistics for 1970.

9. Anyone appointed initially to the full professor rank may receive tenure immediately if it was held at a previous institution. Anyone appointed to a tenure bearing title after prior service on the CUNY instructional staff may receive tenure after one but not more than five years of continuous full-time service. Years spent at the rank of instructor in the CUNY system do not count as credit toward tenure. Tenure is transferable from college to college within the CUNY system.
10. The Certificate is only valid at the CUNY college at which it is granted.
11. All faculty titles have a salary schedule with a series of increment steps at CUNY. The salary schedules presented in this chapter are predicated on the 1969 collective bargaining agreements between the BHE and the LC and UFCT which expired in September 1972.
12. A number of colleges and universities across the country have recently adopted policies which extend tenure to some persons holding part-time appointments at the professorial ranks, including Yale and Princeton Universities. In the Committee's opinion, such opportunities should also be available for women and men within the CUNY system. Opportunities to shift from full-time to part-time status and back again should also be available to members of both the CUNY faculty and administrative staffs.

TABLE III-4. COMPARISON OF UNIVERSITY AFFIRMATIVE ACTION AND CACSW CAREER STUDY STATISTICS (PERCENT REPRESENTATION OF WOMEN FACULTY IN TENURE BEARING LINES) AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

Academic Rank	Senior Colleges		Community Colleges	
	AA	CACSW	AA	CACSW
Professor	16.1	16.7	14.1	16.1
Associate	25.9	22.2	27.9	17.7
Assistant	29.7	25.8	37.5	29.4

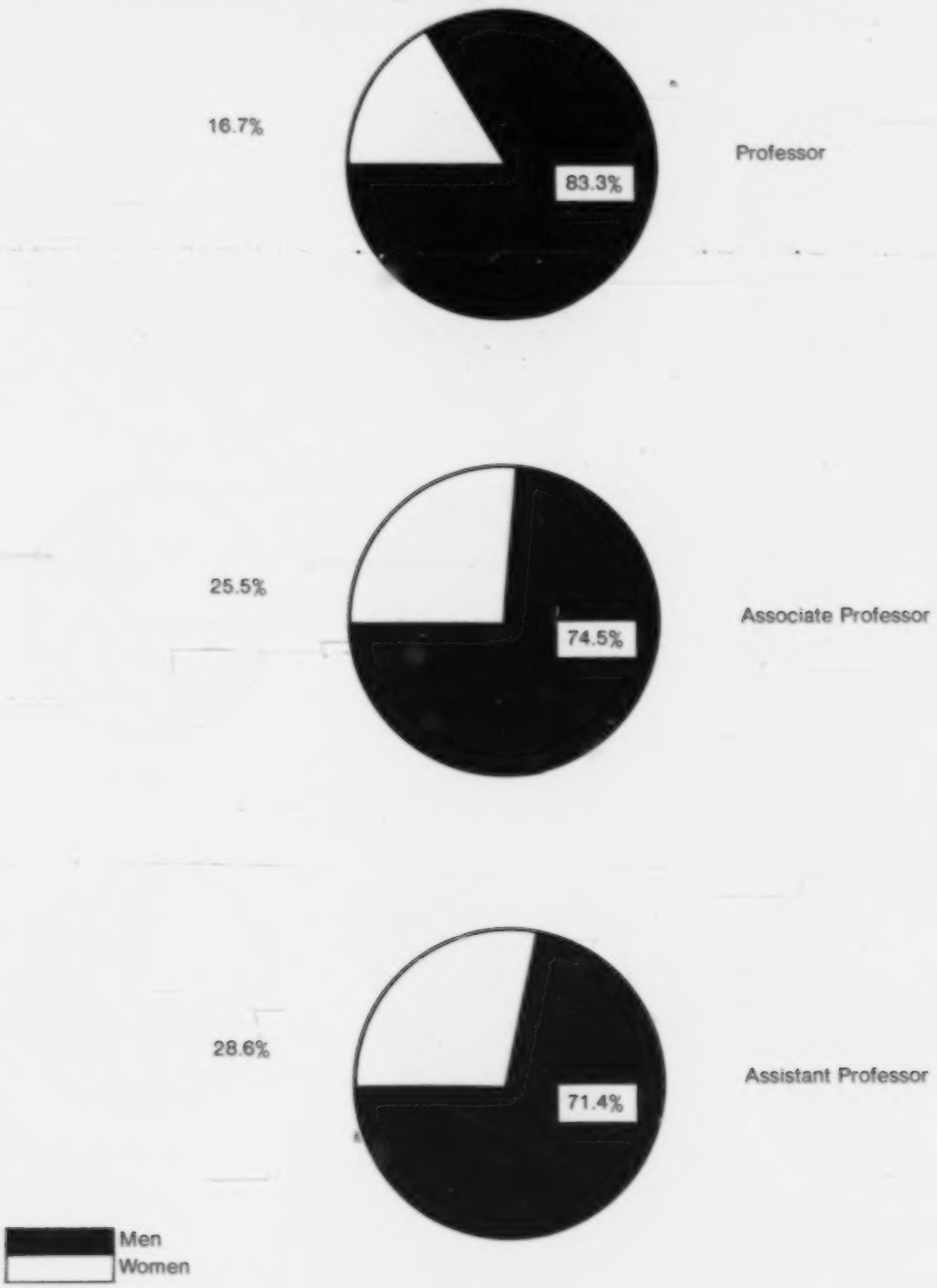
SOURCE: CACSW Career Study; University Affirmative Action Statistics (November 1971)

TABLE III-5. COMPARISON OF UNIVERSITY AFFIRMATIVE ACTION AND CACSW CAREER STUDY STATISTICS: (PERCENT DISTRIBUTION OF WOMEN AND MEN FACULTY IN TENURE BEARING LINES) AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

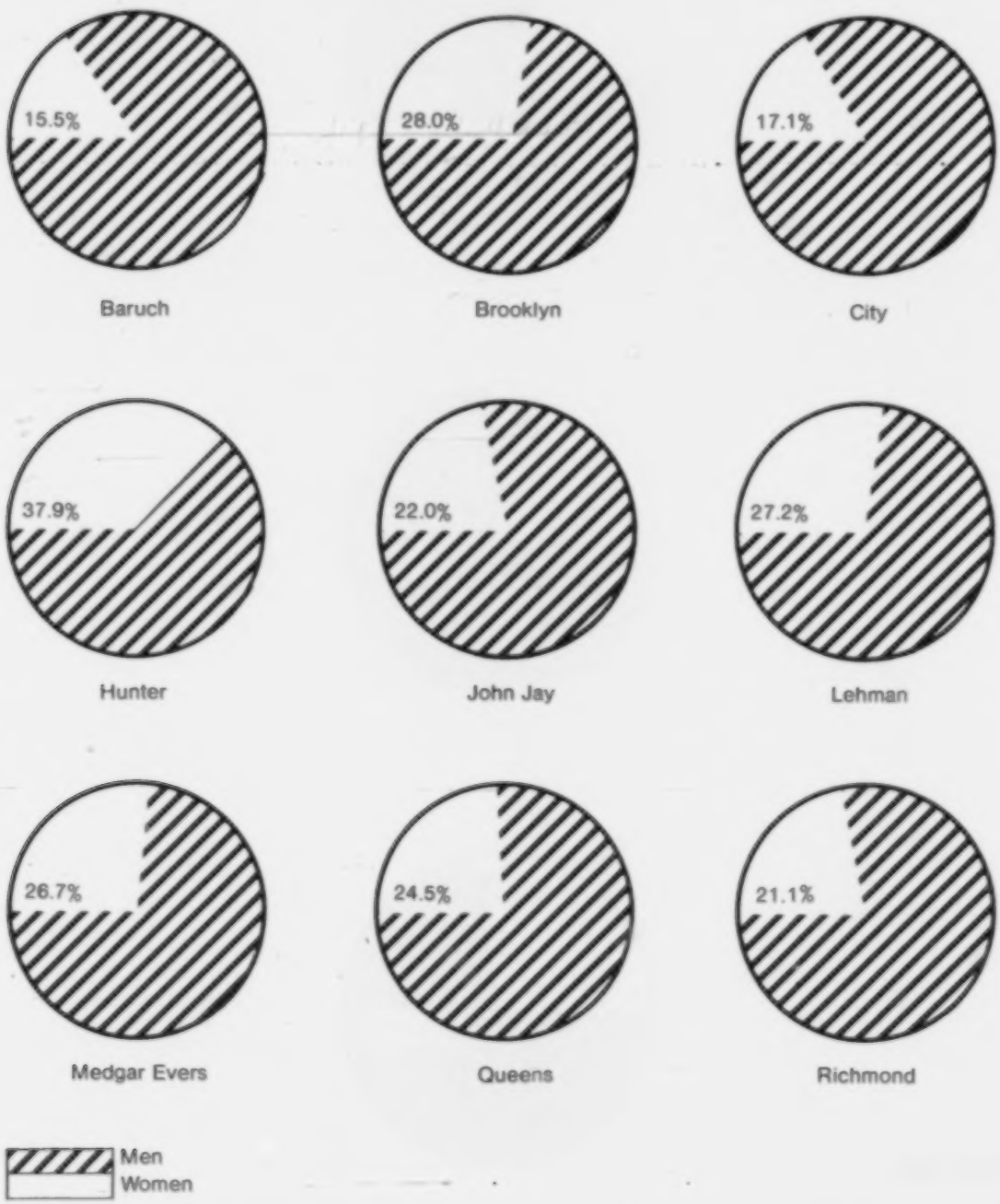
Academic Rank	Senior Colleges				Community Colleges			
	MEN		WOMEN		MEN		WOMEN	
	AA	CACSW	AA	CACSW	AA	CACSW	AA	CACSW
Professor	27.4	30.1	15.5	19.4	14.1	18.7	4.7	11.0
Associate	24.9	25.3	25.5	29.6	23.1	23.4	18.3	15.4
Assistant	47.7	44.6	59.0	51.0	62.8	57.9	77.0	73.6
TOTALS	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

SOURCE: CACSW Career Study; University Affirmative Action Statistics (November 1971)

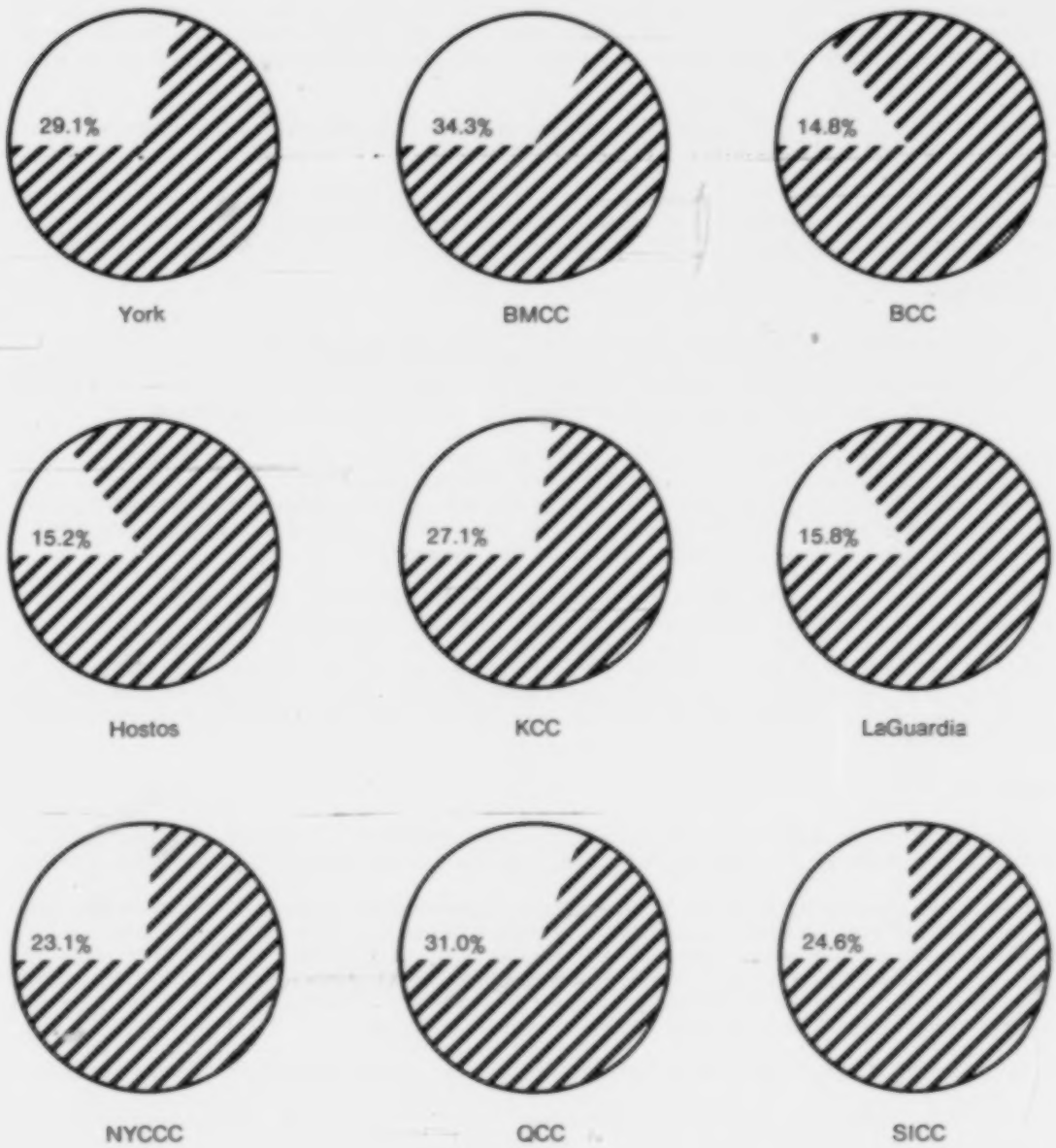
GRAPH III-A. PERCENT REPRESENTATION OF WOMEN AND MEN AS ASSISTANT, ASSOCIATE AND FULL PROFESSORS AT THE SENIOR COLLEGES: FALL 1971



GRAPH III-B. PERCENT REPRESENTATION OF WOMEN AND MEN IN THE TENURE BEARING RANKS AT THE INDIVIDUAL CUNY COLLEGES: FALL 1971



GRAPH III-B (continued)



Women are overrepresented as instructors, lecturers (full-time and part-time), and adjuncts. They constitute 35.4% of the rank of instructor at the senior colleges, a percent representation greater than that found in the tenure bearing titles at all of the senior colleges but one (Baruch College). Women are 41.7% of all senior college lecturers, being overrepresented in those titles at every senior college but one (Baruch College). At *every* senior college there are more women lecturers than there are women in the tenure bearing titles. The same point is true for women adjuncts with one exception (Baruch College). At several senior colleges (most noticeably John Jay, Medgar Evers, and York Colleges), the proportion of women adjunct lecturers is nearly double that of female representation on the faculty as a whole.

The patterns of representation of men are opposite to those of women: at no senior college are men less than 70% of the full professors or less than 60% of those in tenure bearing lines.

At the community colleges, the representation patterns of women and men are less distinct. Nevertheless, the lower the rank the greater the presence of women. Only as instructors and lecturers (full-time and part-time) do women appear in strength equal to their presence in the entire CUNY faculty.

Distribution

At the senior colleges, nearly one in every two male faculty members teaches in a tenure bearing title while one in every three women faculty members are found in these titles. Equal proportions of both sexes are distributed into the upper ranks at the community colleges. Despite this fact, more of the women than of the men are instructors, lecturers (full-time and part-time), and adjunct lecturers.

Table III-2 and III-3 illustrate the distribution of ranks among women and men at the senior and community colleges. Table III-7 gives the rank distribution pattern at the individual senior colleges. At every senior college but one (Baruch College), more of the men than of the women are in tenure bearing titles. At five of the senior colleges (City, John Jay, Medgar Evers, Richmond, and York Colleges) over half of the men who teach do so as assistant, associate, or full professors.

Within the tenure bearing titles there continues to be differences between the employment patterns of women and men, as shown in Tables III-8A and III-8B. Of all the men in tenure bearing lines at the senior colleges, one in four (26.9%) is a full professor; of all the women, one in six (16.2%) is a full professor. Less than half (48%) of all the men are assistant professors while nearly 60% (58.2%) of all the women hold this rank. The promotional series of faculty lines at the community colleges reveals that men are more frequently associate and full professors while women are more frequently instructors and assistant professors.

Patterns[13]

However the CUNY system is analyzed—by type, size, sex composition, or age of the colleges—the lower faculty rank standing of women prevails. Five illustrations of the persistence of this pattern follow.

1. Senior and Community Colleges: Both Queens and Bronx Community Colleges reflect the basic CUNY pattern of the discrepant distribution of the ranks between the sexes. At Queens College, 47.5% of all the faculty men are in tenure bearing titles against 32.3% of the women; at Bronx Community College, 34% of the faculty men (46% of these are associate and full professors) against 22% of the women are in these lines. In the non-tenure bearing titles of instructor and lecturer (full-time and part-time) are 40% of the women and 23% of the men who teach at Queens College.

2. New and Old Colleges:[14] Although it might be expected that a newer school would have a substantial-

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13. The data for this section may be consulted in Appendices A, B, and C to this chapter.
14. Although Richmond College is one of the newer CUNY colleges, it is not the newest. It was selected for this comparison precisely because it had been in existence long enough to have promoted women originally hired at the junior faculty levels into the upper ranks.

TABLE III-6. PERCENT REPRESENTATION OF WOMEN FACULTY BY RANK AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES: FALL 1971

Senior Colleges

College	Professor	Associate	Assistant	Subtotal, Tenure Bearing Lines	Instructor	Lecturer (F-T & P-T)	Adjunct Lecturer	All Adjuncts	Totals
Baruch	0.0	7.7	25.3	15.5	9.1	28.8	10.3	11.5	15.4
Brooklyn	19.1	31.5	32.1	28.0	38.7	38.4	33.9	32.5	32.2
City	8.2	19.2	20.8	17.1	25.0	38.9	34.8	34.3	35.3
Hunter	28.8	38.2	44.4	37.9	37.7	53.3	50.6	43.9	41.2
John Jay	6.7	16.7	25.6	22.0	46.2	50.0	54.2	39.0	32.0
Lehman	25.8	20.0	32.9	27.2	35.3	43.6	34.9	32.9	32.6
Medgar Evers	0.0	55.6	18.8	26.7	0.0	33.3	66.7	53.8	30.0
Queens	20.4	26.6	25.7	24.5	38.8	47.2	34.9	30.5	32.4
Richmond	0.0	12.5	26.7	21.1	39.3	45.5	33.3	22.0	25.1
York	0.0	28.6	31.8	29.1	39.3	33.3	64.3	52.9	35.8

Community Colleges

College	Professor	Associate	Assistant	Subtotal, Tenure Bearing Lines	Instructor	Lecturer (F-T & P-T)	Adjunct Lecturer	All Adjuncts	Totals
Borough of Manhattan	12.5	47.1	33.8	34.3	38.5	52.0	22.6	27.1	33.6
Bronx	16.7	6.7	18.0	14.8	23.5	41.5	22.3	19.5	21.3
Hostos	0.0	8.3	28.6	15.2	80.0	57.1	33.3	30.0	29.1
Kingsborough	22.2	17.7	30.1	27.1	28.9	20.0	40.0	28.2	28.2
LaGuardia	100.0*	0.0	13.3	15.8	77.8	64.3	71.4	50.0	41.0
New York City	4.6	18.2	33.3	23.1	20.0	70.0	18.4	19.0	22.2
Queensborough	21.7	25.0	35.1	31.0	39.7	20.0	12.6	11.9	24.0
Staten Island	10.5	19.5	28.6	24.6	19.2	100.0*	18.6	17.2	20.9

* N=1

SOURCE: CACSW Employment Profile

TABLE III-7. PERCENT DISTRIBUTION OF WOMEN AND MEN FACULTY BY RANK AT THE INDIVIDUAL SENIOR COLLEGES: FALL 1971

Academic Ranks	Baruch		Brooklyn	
	Men	Women	Men	Women
Tenure Bearing Lines	23.9	23.9	44.3	36.0
Instructors	2.0	1.1	16.7	22.1
Lecturers	14.7	32.6	9.3	12.2
All Adjuncts	59.4	42.4	29.2	29.4
TOTALS	100.0	100.0	100.0	100.0
	City		**Hunter**	
	Men	Women	Men	Women
Tenure Bearing Lines	55.2	33.5	45.0	38.7
Instructors	12.6	12.4	10.0	8.5
Lecturers	13.8	25.9	6.3	10.2
All Adjuncts	18.4	28.2	38.7	42.6
TOTALS	100.0	100.0	100.0	100.0
	John Jay		**Lehman**	
	Men	Women	Men	Women
Tenure Bearing Lines	62.5	38.1	43.0	33.1
Instructors	15.4	28.6	3.7	4.2
Lecturers	3.7	7.9	15.0	23.9
All Adjuncts	18.4	25.4	38.2	38.8
TOTALS	100.0	100.0	100.0	100.0
	Medgar Evers		**Queens**	
	Men	Women	Men	Women
Tenure Bearing Lines	52.4	44.4	47.5	32.3
Instructors	19.0	0.0	4.9	6.5
Lecturers	14.3	16.7	18.2	33.8
All Adjuncts	14.3	38.9	29.5	27.2
TOTALS	100.0	100.0	100.0	100.0
	Richmond		**York**	
	Men	Women	Men	Women
Tenure Bearing Lines	55.5	44.2	57.5	42.1
Instructors	11.0	21.2	25.0	28.9
Lecturers	3.9	9.6	5.9	5.3
All Adjuncts	29.6	25.0	11.6	23.7
TOTALS	100.0	100.0	100.0	100.0

SOURCE: CACSW Employment Profile

TABLE III-8A. PERCENT DISTRIBUTION OF WOMEN AND MEN FACULTY IN TENURE BEARING LINES AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

	Senior Colleges				Community Colleges			
Academic Rank	#Men	%Men /Men	#Women	%Women /Women	#Men	%Men /Men	#Women	%Women /Women
Professor	390	26.9	78	16.2	99	18.5	17	9.4
Associate	360	24.9	123	28.6	114	21.4	29	16.0
Assistant	698	48.2	280	58.2	321	60.1	135	74.6
TOTALS	1448	100.0	481	100.0	534	100.0	181	100.0

TABLE III-8B. PERCENT DISTRIBUTION OF WOMEN AND MEN FACULTY IN PROMOTION BEARING LINES AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

	Senior Colleges				Community Colleges			
Academic Rank	#Men	%Men /Men	#Women	%Women /Women	#Men	%Men /Men	#Women	%Women /Women
Professor	390	22.2	78	12.0	99	14.5	17	6.5
Associate	360	20.5	123	19.0	114	16.7	29	11.2
Assistant	698	39.8	280	43.2	321	47.1	135	51.9
Instructor	305	17.5	167	25.8	148	21.7	79	30.4
TOTALS	1753	100.0	648	100.0	682	100.0	260	100.0

SOURCE: CACSW Employment Profile

ly better profile for women than would an older school burdened by tenure and tradition, a comparison of Richmond (founded in 1965) and City Colleges (founded in 1847) reveals similar employment patterns. The City College faculty is six and one-half times larger than the Richmond College faculty, yet each has a 25% female faculty. None of the full professors at Richmond College and only 8% at City College are women. Fifty-five percent of the men at City College and 57% at Richmond College are in the tenure bearing titles.

3. Colleges With Many and Few Women: Hunter College with its history as a women's college has the highest percent (41.2%) female faculty in the CUNY system. Baruch College with its history as a school of business administration (a sex stereotyped male field) has a faculty with only 15.4% female representation. It might therefore be expected that Hunter College would reflect more equitable patterns of rank representation and distribution for women than found at Baruch College, or for that matter, in the CUNY system as a whole. This is not the case.

The non-tenure bearing titles account for more than half of the women teaching at Hunter College, with fully 35% of women faculty in the adjunct lecturer title. Among the tenure bearing ranks, only at the lowest level of assistant professor are women found in proportion to their representation in the total faculty; they are not even represented at strength when all three tenure bearing lines are taken together. Moreover, the gap between the proportion of assistant professors who are women (44.4%) and the proportion of full professors who are women (28.8%) is sizeable, suggesting possible promotional difficulties for women at Hunter College.[15] Baruch College is the only senior college to employ an equal percent (24%) of women and men in the tenure bearing titles. But, as might be expected, this seemingly equitable framework rapidly crumbles: 91% of the women in tenure bearing lines but only 54% of the men are at the assistant professor level. Once again, women seem blocked from the top faculty ranks.

4. Large and Small Colleges:[16] Brooklyn and York Colleges diverge in no significant way from the rank representation and distribution patterns suggested for the CUNY system. At both colleges the representation of women increases at the lower ranks. Further, the promotional titles demonstrate the classic discrepancy between the distribution of women and men among the ranks: at each of these colleges more of the women than of the men are instructors and assistant professors.

5. Graduate School and University Center (GSUC): The GSUC recruits the largest portion of its faculty personnel from the tenure bearing ranks of the CUNY colleges on an annual basis. One of the inevitable consequences of the underrepresentation of women in the upper ranks of the CUNY colleges is their severe underrepresentation on the GSUC faculty, as demonstrated in Table III-9. Moreover, for *all* of the ten disciplines surveyed, the percent of women holding tenure bearing titles at GSUC is far less than their representation on the senior college faculties; in all but two of the disciplines (biology and psychology) it is half that of the senior colleges. In fact, in eight of the ten disciplines (music and philosophy being the exceptions), the representation of women at the Graduate School is less than the proportion of women holding the title of full professor in that discipline at all of the senior colleges combined.

B. CAREER PATTERNS

The career patterns of women and men faculty members at CUNY were determined by the CACSW

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15. Because of their shared history, Lehman College may be examined in conjunction with Hunter College. Although a smaller contingent (32.6%) of the faculty at Lehman College than at Hunter College is female, Lehman College reflects the Hunter College and the CUNY-wide patterns of rank representation and distribution for women. As at Hunter College, women are slightly overrepresented at the assistant professor rank but underrepresented when the tenure bearing lines are taken together. Only 27% of those lines belong to women. The pattern of distribution of the top two ranks among women and men is less divergent at Lehman College than at Hunter College. In fact, the figures suggest that whereas women may be blocked at the assistant level at Hunter College, this is less often the case at Lehman College.
16. Among the senior colleges, the Brooklyn College faculty was one of the largest in the Committee's Employment

TABLE III-9. COMPARISON OF PERCENT REPRESENTATION OF WOMEN FACULTY IN TENURE BEARING LINES AT THE SENIOR COLLEGES AND THE GRADUATE SCHOOL AND UNIVERSITY CENTER: FALL 1971

Discipline	Senior Colleges		Graduate School
	Tenure Bearing Lines	Full Professors	Total Faculty
Biology	24.2	21.7	19.3
Business	8.4	4.5	0.0
Education	41.0	33.3	25.0
English	26.6	17.3	12.9
History	23.8	15.7	11.9
Mathematics	17.6	10.8	8.0
Music	18.3	5.4	8.3
Philosophy	13.2	4.0	5.7
Political Science	17.1	10.9	9.6
Psychology	19.6	15.7	15.0

SOURCE: CACSW Employment Profile

through the analysis of data in the areas of: hiring, salaries, tenure, promotions, professional requirements, and research aid.

Hiring

Historically, the University has not considered the active recruitment of women a matter of policy concern. The three CUNY recruitment studies available to the Committee cite professional requirements, geographical location, and minority group representation as recruitment issues. The appointment of women is not discussed.[17] The Committee's statistical data reinforced the lack of concern with women faculty that is evidenced in these recruitment reports.[18]

In addition, CACSW data indicated that the only college recruitment practice being actively followed with regard to women was low-level hiring. The majority of recently hired female faculty members were appointed to non-tenure bearing positions. Furthermore, men were appointed to the higher ranks more frequently than women: as shown in Table III-10, 14% of the men in the Committee's Career Study (senior college sample) were initially appointed as associate or full professors while 7.5% of the women were so appointed, and then *only* at the associate level. None of the departments had hired any women full professors.[19] Considering the total number of faculty in the Career Study, women's representation at the associate rank was 1.8%.

Women accounted for nearly 40% of the 1971-72 faculty appointments at the CUNY colleges, as shown in Table III-12. Since female representation in the fall 1971 faculty was closer to 33%, this hiring appeared to be an improvement for the CUNY system. Upon closer examination, however, it becomes apparent that 1971-72 hiring has caused the representation pattern of women to become even more skewed: 28.5% of the men compared to 14.8% of the women were appointed to tenure bearing lines. Within those lines, more of the men were hired as associate and full professors; more of the women as assistant professors. Table III-12 summarizes this data.

Salary

The fall 1971 salary profile of the CUNY faculty—derived from data made available to the Committee by the University Office of Budget and Planning (OBP)[20]—showed that the distribution of women and men across salary steps differed: within each rank female salaries were weighted towards the bottom while male salaries were skewed towards the higher salary steps. At the highest salary level of $31,000 and over, for example, there were 407 men and 59 women at the senior colleges and the Graduate School and University Center. Conversely, 11.2% of the men but 22.6% of the women in promotional lines were at the bottom of the salary scale, earning $14,499 or less. This data may be consulted in Tables III-13,

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Profile (total, 841) and the York College faculty was one of the smallest (total, 106).

17. The three recruitment reports are: 1) *Report to the Board of Higher Education on New Faculty Lines for 1971; Advance Lines Only* (Office of the Vice Chancellor for Academic Affairs, December 1971); 2) M. Berube, *A Report to the Board of Higher Education on the Recruitment of Faculty at the City University of New York, 1970-71* (Office of the Vice Chancellor for Academic Affairs, December 1971); and 3) *A Report to the Board of Higher Education on the Recruitment of Faculty at the City University of New York, 1968-69* (Office of the Chancellor, November 1969).
18. The Committee undertook two major investigations of faculty hiring practices. First, the Employment Profile and Career Study provided indices of CUNY's past hiring practices. Second, a Hiring Census of the 1971-72 academic year compared the total number of positions open at all of the CUNY colleges to those filled by women at each rank and salary level. As previously indicated, the Hiring Census, which did not include the lecturer (part-time) title, tabulated 1,955 new faculty appointments for the senior colleges in the 1971-72 academic year and 1,219 for the community colleges.
19. Women are rarely hired as visiting assistant, associate, or full professors either. The Committee's Employment Profile showed women as only four of 23 persons holding visiting titles at the senior colleges in fall 1971. Two were at Hunter College, one at John Jay College, and one at Richmond College.
20. The OBP study only represents the basic salary paid to an individual faculty member according to her/his rank and salary increment step and does not include extra salary paid (e.g., for summer teaching). As a consequence, it clearly understates many of the individual incomes at CUNY. Nevertheless it was quite useful to the Committee in establishing the basic outlines of a salary profile for the CUNY faculty by sex.

TABLE III-10. INITIAL APPOINTMENT RANK OF WOMEN AND MEN FACULTY AT THE SENIOR COLLEGES

Rank	#Men	%Men /Men	#Women	%Women /Rank	%Women /Women	#Total	%Men /Total	%Women /Total
Professor	43	5.3	0	0.0	0.0	43	4.0	0.0
Associate	71	8.7	19	21.1	7.5	90	6.6	1.8
Assistant	302	36.9	96	24.1	38.1	398	28.2	9.0
Instructor/ Lecturer (Full-Time)	402	49.1	137	25.4	54.4	539	37.6	12.8
TOTALS	818		252			1070		

SOURCE: CACSW Career Study

TABLE III-11. INITIAL APPOINTMENT RANK OF WOMEN AND MEN FACULTY IN TENURE BEARING LINES AT THE SENIOR AND COMMUNITY COLLEGES: 1971-72 ACADEMIC YEAR

Academic Rank	Senior Colleges				Community Colleges			
	#Men	%Men /Men	#Women	%Women /Women	#Men	%Men /Men	#Women	%Women /Women
Professor	51	14.4	3	2.9	14	9.5	3	4.2
Associate	45	12.7	14	13.3	30	20.4	6	8.3
Assistant	258	72.9	88	88.8	103	70.1	63	87.5
TOTALS		100.0		100.0		100.0		100.0

SOURCE: CACSW Hiring Census

TABLE III-12. PERCENT OF FACULTY WHO ARE WOMEN BY RANK: APPOINTMENTS FOR THE 1971-72 ACADEMIC YEAR VERSUS THE FALL 1970 FACULTY AT THE SENIOR AND COMMUNITY COLLEGES

	Senior Colleges		Community Colleges	
Academic Rank	**New Faculty**	**1970 Faculty**	**New Faculty**	**1970 Faculty**
Professor	5.6	14.9	17.6	12.7
Associate	23.7	24.8	16.7	27.2
Assistant	25.4	29.6	38.0	36.9
Subtotal, Tenure Bearing Lines	22.9	24.9	32.9	31.9
Instructor	40.0	46.4	59.6	42.9
Subtotal, Promot'l Lines	29.8	27.8	46.8	35.6
Lecturer (Full-Time)	43.8	45.6	53.5	52.4
Lecturer (Part-Time)	24.8	37.3	(no women or men reported)	
All Adjuncts	51.2	28.8	46.0	23.8
TOTALS	36.4	30.0	39.6	18.5

SOURCE: CACSW Hiring Census; University Affirmative Action Statistics (November 1971)

III-15A, III-15B, and III-15C. Table III-14 documents the pattern of lower salaries paid to women at the community colleges: 9.3% of the men and 3.2% of the women earn the maximum salary while 30.3% of the men and nearly 50% (49%) of the women are found among the four lowest salary steps.

Because this data could be interpreted as resulting from differences in seniority, the Committee undertook its own salary study utilizing data from the senior college sample of its Career Study. Women and men who were simultaneously appointed at the same rank to the same department of the same college and who had not been promoted subsequently were grouped and their current salaries compared.[21]

The results of this study revealed that women were *not* receiving equal pay for equal work: the average salaries of the men in all of the discipline groups at the senior colleges were higher than those of the women in the same groups; moreover, in the disciplines of psychology, philosophy, political science, and education, women were the lowest paid individuals within the groups.

Since these salary differentials could not have resulted from differences in seniority, the Committee concluded that men were hired into the CUNY system at higher starting salaries than women of comparable qualifications. Therefore, it seemed justifiable to assume that discrimination accounted for the fact that women faculty members generally earned less than men at each rank.[22] Although CUNY policy is stated as slotting faculty members regardless of sex at the lowest salary increment step within the rank at which they are appointed, this research clearly suggested that in actuality there is an area of discretion for starting salaries at CUNY where no objective criteria for salary assignments appears to exist and which results in discrimination against women faculty.

The Committee's Hiring Census corroborated this conclusion and verified that this practice is a current one. It showed that, on the average, men appointed to the CUNY faculty for the 1971-72 academic year were paid more than women in the same titles. For example, female associate professors at the senior colleges received an average salary of $1,320 less than males at that rank; female instructors received $2,838 less than male instructors. Table III-16 shows these pay differences for both the senior and community colleges.

A pattern of unusually high salaries for some men in the top ranks was also revealed by the Committee's Career Study. Men more often than women were receiving double salaries for administrative jobs and teaching overload. Within the Committee's Employment Profile, 175 men and 22 women at the senior colleges and 223 men and 30 women at the community colleges were recorded as earning annual salaries plus hourly monies. Thirty-eight persons, two of whom were women, were recorded as receiving two full-time annual salaries.[23]

Promotion

Women spend a greater average length of time at rank before actually being promoted than do men. Table III-17 shows the promotional steps at the senior colleges for which more years have been required of women than of men. In five of ten disciplines (biology, education, English, history, and mathematics) more years were required of women than men to reach the assistant professor level; in six of nine disciplines (biology, English, mathematics, music, political science, and psychology) women spent more years as assistant professors before being promoted to associate professors; in four of nine disciplines (biology, education, English, and psychology) more years were required of women than men to be promoted from associate to full professor. In two other disciplines (mathematics and philosophy) no women have ever been promoted to full professor. The additional time spent at a given rank by women ranged

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21. As the number of persons appointed to any one department in a given year is small, it was impossible to construct groups in all nine disciplines of the senior college Career Study sample. Those that were constructed ranged in size from two to eight persons.
22. Additional information on the seniority at rank of women and men may be consulted in the subsection on "promotion" in section B., "Career Patterns" of this chapter.
23. Further discussion of salary differentials based on sex may be consulted in the "professional studies" subsection of section C., "Case Studies" and in Table III-36 of this chapter.

TABLE III-13. DISTRIBUTION OF SALARIES AMONG PROMOTIONAL LINES AT THE SENIOR COLLEGES BY SEX: FALL 1971

Salary	Men							Women						
	Prof.	Assoc.	Ass't.	Instr.	Total	%Men /Rank	%Men /Men	Prof.	Assoc.	Ass't.	Instr.	Total	%Women /Rank	%Women /Women
$12,500-14,499				365	365	57.7	11.2				268	268	42.3	22.6
14,500-15,999			415	93	508	73.2	15.6			134	52	186	26.8	15.7
16,000-17,499			285	30	315	71.9	9.7			107	16	123	28.1	10.4
17,600-19,999		134	429		563	72.6	17.3		65	147		212	27.4	17.9
20,000-23,999	60	377	189		626	77.5	19.3	13	111	78		202	24.4	17.1
24,000-27,999	205	122			327	74.0	10.1	49	66			115	26.0	9.7
28,000-30,999	137				137	87.8	4.2	19				19	12.2	1.6
31,000 & over	407				407	87.3	12.5	59				59	12.7	5.0
TOTALS					3,248	73.3	99.9					1,184	26.7	100.0

SOURCE: Office of Budget and Planning

TABLE III-14. DISTRIBUTION OF SALARIES AMONG PROMOTIONAL LINES AT THE COMMUNITY COLLEGES BY SEX: FALL 1971

		Men			Women		
	Salary	#Men	%Men /Rank	%Men /Men	#Women	%Women /Rank	%Women /Women
Professor*							
Associate Professors*							
Assistant Professors*							
Instructors*	$12,500-12,999	132	45.5	9.6	158	54.5	18.6
	13,000-13,499	44	55.0	3.2	36	45.0	4.2
	13,500-13,999	145	50.2	10.6	144	49.8	17.0
	14,000-14,499	93	54.4	6.8	78	45.6	9.2
	14,500-14,999	101	54.9	7.4	83	45.1	9.8
	15,000-15,499	127	59.1	9.3	88	40.9	10.4
	15,500-15,999	13	68.4	1.0	6	31.6	0.7
	16,000-16,499	139	67.5	10.2	67	32.5	7.9
	16,500-16,999	50	73.5	3.7	18	26.5	2.1
	17,000-17,499	51	69.9	3.7	22	30.1	2.6
	17,500-17,999	87	68.0	6.4	41	32.0	4.8
	18,000-18,499	13	52.0	1.0	12	48.0	1.4
	18,500-18,999	82	73.9	6.0	29	26.1	3.4
	19,000-19,499	20	74.1	1.5	7	25.9	0.8
	19,500-19,999	27	84.4	2.0	5	15.6	0.6
	20,000-20,999	32	84.2	2.3	6	15.8	0.7
	22,000-23,999	82	78.8	6.0	22	21.2	2.6
	24,000 and over	127	82.5	9.3	27	17.5	3.2
				(100.0)			(100.0)

*Salary Ranges: Professor: $22,500-$31,275; Associate Professor: $17,830-$25,500; Assistant Professor: $14,830-$20,830; Instructor: $12,700-$17,150.

SOURCE: Office of Budget and Planning

TABLE III-15A. DISTRIBUTION OF SALARIES AMONG FULL PROFESSORS AT THE SENIOR COLLEGES AND GRADUATE SCHOOL AND UNIVERSITY CENTER BY SEX: FALL 1971

Salary (Step)	Men			Women		
	#Men	%Men /Rank	%Men /Men	#Women	%Women /Rank	%Women /Women
$22,000-22,999 (22,500)	28	82.4	3.5	6	17.6	4.3
23,000-23,999 (23,500)	32	82.1	3.9	7	17.9	5.0
24,000-24,999 (24,500)	46	69.7	5.7	20	30.3	14.3
25,000-25,999 (25,500)	76	83.5	9.4	15	16.5	10.7
27,000-27,999 (27,525)	83	85.6	10.3	14	14.4	10.0
28,000-29,999 (28,775)	78	88.6	9.6	10	11.4	7.2
30,000-30,999 (30,025)	59	86.8	7.3	9	13.2	6.4
31,000 & over	407	87.3	50.3	59	12.7	42.1
TOTALS	809	85.3	100.0	140	14.7	100.0

SOURCE: Office of Budget and Planning

TABLE III-15B. DISTRIBUTION OF SALARIES AMONG ASSOCIATE PROFESSORS AT THE SENIOR COLLEGES AND THE GRADUATE SCHOOL AND UNIVERSITY CENTER BY SEX: FALL 1971

Salary (Step)	Men			Women		
	#Men	%Men /Rank	%Men /Men	#Women	%Women /Rank	%Women /Women
$17,500-17,999 (17,830)	31	66.0	4.2	16	34.0	6.4
18,500-18,999 (18,830)	61	81.3	8.3	14	18.7	5.6
19,500-19,999 (19,830)	42	54.5	5.7	35	45.5	13.9
20,500-20,999 (20,830)	160	77.3	21.8	47	22.7	18.6
22,500-22,999 (22,500)	131	73.2	17.9	48	26.8	19.0
23,500-23,999 (23,500)	86	76.8	11.7	26	23.2	10.3
24,500-24,999 (24,500)	85	78.7	11.6	23	21.3	9.1
25,500-25,999 (25,500)	137	76.1	18.7	43	23.9	17.1
TOTALS	733	74.4	99.9	252	25.6	100.0

SOURCE: Office of Budget and Planning

TABLE III-15C. DISTRIBUTION OF SALARIES AMONG ASSISTANT PROFESSORS AT THE SENIOR COLLEGES AND THE GRADUATE SCHOOL AND UNIVERSITY CENTER BY SEX: FALL 1971

Salary (Step)	Men			Women		
	#Men	%Men /Rank	%Men /Men	#Women	%Women /Rank	%Women /Women
$14,500-14,999 (14,830)	275	68.1	20.9	129	31.9	24.1
15,000-15,499 (15,430)	140	65.1	10.6	75	34.9	14.0
16,000-16,499 (16,080)	153	71.2	11.6	62	28.8	11.6
16,500-16,999 (16,830)	132	74.6	10.0	45	25.4	8.4
17,500-17,999 (17,830)	152	73.1	11.5	56	26.9	10.4
18,500-18,999 (18,830)	163	75.8	12.4	52	24.2	9.7
19,500-19,999 (19,830)	114	74.9	8.7	39	25.5	7.3
20,500-20,999 (20,830)	189	70.8	14.3	78	29.2	14.5
TOTALS	1,318	71.1	100.0	536	28.9	100.0

SOURCE: Office of Budget and Planning

TABLE III-16. AVERAGE SALARY OF WOMEN AND MEN FACULTY APPOINTED AT THE SENIOR AND COMMUNITY COLLEGES FOR THE 1971-72 ACADEMIC YEAR*

	Senior Colleges					Community Colleges				
	Men		Women			Men		Women		
Title	(N)	Average Salary	(N)	Average Salary	Women's Salary as % of Men's Salary	(N)	Average Salary	(N)	Average Salary	Women's Salary as % of Men's Salary
Professor	51	$27,106	3	$27,092	99.9	14	$22,397	3	$22,080	98.6
Associate	45	$19,346	14	$18,026	93.2	30	$18,064	6	$17,740	98.2
Assistant	258	$15,330	88	$14,782	96.4	103	$13,928	63	$13,719	98.5
Instructor	186	$13,061	124	$10,223	78.3	97	$12,453	143	$12,608	101.2
Lecturer (Full-Time)	118	$13,178	92	$12,926	98.0	40	$12,414	46	$12,395	99.8
Lecturer (Part-Time)	79	$ 6,178	26	$ 6,268	101.4					

*Because salary differences were not found at either the senior or community colleges between the sexes in the adjunct series, it was omitted from the Table. Lecturers (part-time) were not consistently reported by the individual colleges.

SOURCE: CACSW Hiring Census

from five to six years (e.g., biology and mathematics, to assistant professor; biology, from assistant to associate professor) to a semester (e.g., English and music, from assistant to associate professor), as shown in Table III-18.

Considering all departments, women took a half-year longer than men to be promoted to assistant and full professor; and a year or more longer to associate professor. A Chi-Square test on the frequencies of years to promotion showed the last two discrepancies to be statistically significant, indicating that sex is a significant predictor of the number of years required of women for promotion to associate and full professor. Table III-19 presents the results of these tests.

It has taken women roughly two years longer than men to work their way through the ranks to full professor, as shown in Table III-20. Since nearly all, 91.4%, of the female full professors at CUNY arrived at this rank by promotion, sex differences in promotion rates are all the more important. Only 69.5% of the male full professors began at the lower ranks, confirming the Committee's view that CUNY has never concerned itself with the hiring of senior women.

A further indication that women are denied or must wait longer than men for promotion is their greater seniority at rank, as shown in Table III-21. In the disciplines of English, mathematics, and psychology, for example, the average female associate professor has spent a year longer than her male peer at that rank.

Tenure[24]

The Committee's examination of the granting of tenure indicates that this is not an area in which women appear to experience discrimination. University affirmative action data, the OBP salary study, and the Committee's Career Study show that women receive tenure slightly more frequently than do men.[25] (See Table III-22.) However, if it is assumed that tenure is conferred only upon the academically qualified, the fact that women are not delayed in attaining tenure constitutes indirect evidence of sex discrimination with respect to promotions.

Professional Achievements

The argument that the lower status of women faculty members is based on their lack of professional achievements is inapplicable at CUNY. This was the Committee's conclusion after investigating Ph.D. degree holders and publication rates by sex.

There is no difference in the proportion of women and men holding tenure bearing positions without Ph.D. degrees at the senior colleges. At the community colleges, where a higher proportion of faculty members without the Ph.D. degree occupy tenure bearing positions, more male than female assistant and associate professors lack the doctorate. (See Table III-23.)

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24. The following section only presents data on the women and men in tenure bearing lines. The Committee was unable to assess sex differences in the denial of tenure.
Tenure is granted on the basis of rank and length of employment. Within CUNY, tenure and promotion decisions are not synonymous. Tenure is a decision with, theoretically, no limits on the number of persons who may receive it; whereas for promotions there are budgetary restrictions on rank allocations. Thus, it is possible for a faculty member to be granted tenure and remain at the assistant professor rank for life.
Until recently departmental recommendations to grant tenure were fairly automatic after the passage of the requisite time period. This resulted in an unusually high percentage of tenured faculty; at some departments and colleges the tenured faculty exceeded 75%. In the fall of 1970, the Chancellor's Office issued a directive to all CUNY college presidents suggesting that henceforth a new faculty member at CUNY have "a one in two chance of reaching tenure . . . within the stipulated time period." As the granting of tenure becomes as competitive as reviews for promotion, the Committee believes that changes in the relative frequency of tenure conferred upon women and men may occur.
25. These findings are in keeping with the data on women doctorates nationally. For example, Helen S. Astin has shown in her book, *The Woman Doctorate in America* (New York: Russell Sage Foundation, 1969), that salary discrimination occurs more frequently than discrimination regarding tenure.

TABLE III-17. PROMOTIONAL STEPS FOR WHICH MORE YEARS HAVE BEEN TAKEN BY WOMEN THAN MEN AT THREE SENIOR COLLEGES

Department /College	Instructor/Lecturer to Assistant	Assistant to Associate	Associate to Professor
Biology	XX	XX	XX
Education	XX		XX
English	XX	XX	XX
History	XX		
Mathematics	XX	XX	none promoted
Music		XX	
Philosophy			none promoted
Political Science		XX	
Psychology		XX	XX
Brooklyn	XX	XX	XX
City	XX		XX
Queens	XX	XX	XX

SOURCE: CACSW Career Study

TABLE III-18. AVERAGE NUMBER OF YEARS TAKEN FOR PROMOTION IN TENURE BEARING LINES AT THREE SENIOR COLLEGES BY SELECTED DISCIPLINES AND BY SEX: FALL 1971

Departments /College	To Assistant		To Associate		To Professor	
	Men	Women	Men	Women	Men	Women
Biology	5.87	11.00	4.98	11.86	4.60	6.00
Education	4.02	5.11	8.06	6.64	5.56	5.78
English	6.62	6.68	5.50	6.05	5.29	7.00
History	6.54	7.29	5.20	5.00	5.60	3.76
Mathematics	6.22	10.60	5.82	8.00	5.78	none prom.
Music	6.66	3.89	5.04	5.67	6.78	6.00
Philosophy	6.05	5.50	6.74	4.00	4.83	none prom.
Political Science	6.18	4.17	3.74	5.40	5.00	4.67
Psychology	4.12	3.70	5.07	8.00	5.58	7.83
Brooklyn	5.85	7.54	6.26	7.90	5.66	6.65
City	6.32	3.36	5.90	5.56	5.63	5.75
Queens	5.11	4.96	4.95	5.84	4.80	5.91
TOTALS/3 Colleges	5.77	5.85	5.73	6.74	5.43	5.98

SOURCE: CACSW Career Study

TABLE III-19. AVERAGE NUMBER OF YEARS TAKEN FOR PROMOTION BY WOMEN AND MEN IN TENURE BEARING LINES AT THREE SENIOR AND THREE COMMUNITY COLLEGES

	Senior Colleges		Community Colleges	
Academic Rank	**Men**	**Women**	**Men**	**Women**
To Professor (from Associate)	5.77	5.85	3.20	3.61
To Associate (from Assistant)	5.73*	6.74*	3.62	3.47
To Assistant	5.43*	5.98*	3.45	3.38

*These differences are significant at 0.05 probability level.

SOURCE: CACSW Career Study

TABLE III-20. AVERAGE NUMBER OF YEARS TAKEN FOR PROMOTION TO FULL PROFESSOR FOR WOMEN AND MEN IN THE SAME DEPARTMENT AT THREE SENIOR COLLEGES

	Men		Women	
College	**#Years**	**(N)**	**#Years**	**(N)**
Brooklyn	12.2	20	14.7	39
City	12.5	4	14.5	15
Queens	9.7	19	11.9	28
TOTALS	11.4	43	13.4	82

SOURCE: CACSW Career Study

TABLE III-21. FACULTY RANKS WHERE WOMEN HAVE GREATER AVERAGE SENIORITY THAN MEN AT THREE SENIOR COLLEGES BY SELECTED DISCIPLINES

Discipline	**Assistant**	**Associate**	**Professor**
Biology	XX	XX	XX
Education			
English		XX	
History			XX
Mathematics	XX	XX	no women
Music	XX		
Philosophy			no women
Political Science			XX
Psychology		XX	

SOURCE: CACSW Career Study

TABLE III-22. TENURED FACULTY AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: FALL 1971

	Men			Women		
Academic Rank	#Tenured	#Non-Tenured	%Tenured	#Tenured	#Non-Tenured	%Tenured
Professor	733	68	91.5	130	5	96.3
Associate	699	177	79.8	254	42	85.8
Assistant	862	859	50.1	450	353	56.0

SOURCE: University Affirmative Action Statistics (November 1971)

TABLE III-23. PERCENT OF WOMEN AND MEN FACULTY IN TENURE BEARING LINES WITHOUT PH.D. DEGREE AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

	Senior Colleges		Community Colleges	
Academic Rank	% Men	% Women	% Men	% Women
Professor	4.2	4.3	19.2	20.0
Associate	6.9	5.6	32.3	28.6
Assistant	9.0	11.3	62.7	56.7

SOURCE. CACSW Career Study

A study of Graduate School and University Center faculty publications in five fields (biology, English, history, political science, and psychology) for a five-year period,[26] revealed that women published slightly more frequently than men between 1965-70: 15.9% of the women published in at least four of the five years surveyed compared to 11.5% of the men. The percent of men who had no publications during those years, 15.7%, was higher than the percent of women without any publications, 12.7%.[27] (See Table III-24.)

Faculty publication is influenced by access to research aid. To determine if grants made to the CUNY faculty were equitably distributed between the sexes, the Committee investigated the Faculty Research Award Program (FRAP) at the CUNY Research Foundation.[28]

Over 95% of the FRAP awards during the past two academic years (1970-71 and 1971-72) went to individuals in tenure bearing lines, thereby limiting the participation rate of women faculty who are found in those lines less often than are men. Beyond this, there was similar treatment of women and men in the awarding of CUNY research aid, as Table III-25 shows. Women did not apply for FRAP assistance nearly as frequently as did men, nor did they apply in proportion to their eligibility. But, in 1971-72 the percent of female recipients of aid (14.9%) almost equalled the percent of female applicants (15.6%), representing a significant narrowing of the gap between female applicants and recipients from the previous academic year. Moreover, during the 1971-72 academic year, relatively equal proportions of female and male applications were granted aid (35.7% of all females and 37.5% of all males) and both sexes received a proportion of total funds relatively equal to the percent of their request.

C. CASE STUDIES

This section presents discipline profiles of the employment and career patterns of women and men at CUNY.

Natural Science

In biology, 27.7% of the faculty members are women. The distribution of women and men across the

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26. No qualitative judgements were made. The study merely attempted to count the total number of all types of publications from lists appearing in the Graduate School and University Center departments. It must be stressed that this quantitative measurement, although utilized generally in academia and specifically at CUNY (e.g., in the *Tenure and Faculty Quality* study, published in May 1970 by the Office of the Vice Chancellor for Academic Affairs), is not considered by the Committee to be a valid index by which to measure scholarly productivity.
27. In 1964, one writer suggested that if enough variables were isolated, sex would not be a good predictor of publication rates. Currently, a number of studies of women academics are proving this point to be true. A 1966 study of the relative publication rate of women and men in the sciences reported that married women doctorates outproduced married men and both unmarried women and men doctorates. In the field of psychology, a 1970 study showed that differences in productivity that favor males exist only at the full professor level; at the lower ranks women tend to publish more than their male counterparts. In the disciplines of mathematics, political science, and chemistry, a 1969 study discovered that sex accounted for 1% or less of the variance in scholarly productivity. Materials to be consulted on this subject include: 1) Helen S. Astin, *The Woman Doctorate in America* (New York: Russell Sage Foundation, 1969), 2) Jesse Bernard, *Academic Women* (University Park: The Pennsylvania State University Press, 1964), 3) Linda S. Fidell, "Empirical Verification of Sex Discrimination in Hiring Practices in Psychology," *American Psychologist* (December 1970), 1094-98, 4) Rita J. Simon, Shirley M. Clark, and K. Galway, "The Woman Ph.D.: A Recent Profile," *Social Problems* (Fall 1967), 221-36, and 5) Rita J. Simon and Evelyn Rosenthal, "Profile of the Woman Ph.D. in Economics, History, and Sociology," *AAUW Journal* (March 1967), 127-29.
28. All research aid awarded to CUNY faculty members is administratively coordinated by the CUNY Research Foundation. This includes aid awarded by external agencies such as foundations as well as that awarded by FRAP, the internal aid program established under the LC agreement with the BHE. FRAP has allocated $1.5 million annually since 1970. Because CUNY essentially lacks control over the awarding of external aid, the Committee's investigation centered on the latter program.

TABLE III-24. FREQUENCY OF PUBLICATION OF WOMEN AND MEN FACULTY AT THE GRADUATE SCHOOL AND UNIVERSITY CENTER BY SELECTED DEPARTMENTS: 1965 TO 1970

	Biology				English				History			
	#M	%M	#W	%W	#M	%M	#W	%W	#M	%M	#W	%W
Every 5 Years	1	1.1	1	4.8	3	8.6	3	25.0	3	7.7	1	8.3
4 out of 5 Years	8	8.8	2	9.5	6	17.1	1	8.3	6	15.4	4	33.3
3 out of 5 Years	13	14.3	1	4.8	6	17.1	2	16.7	6	15.4	1	8.3
2 out of 5 Years	24	26.4	9	42.8	9	25.7	2	16.7	11	28.2	0	0.0
1 out of 5 Years	32	35.1	8	38.1	8	22.9	3	25.0	10	25.6	2	16.8
0 out of 5 Years	13	14.3	0	0.0	3	8.6	1	8.3	3	7.7	4	33.3
TOTAL	91		21		35		12		39		12	

	Political Science				Psychology				Total			
	#M	%M	#W	%W	#M	%M	#W	%W	#M	%M	#W	%W
Every 5 Years	4	8.7	0	0.0	4	3.9	1	7.1	15	4.8	6	9.5
4 out of 5 Years	8	17.4	2	50.0	8	7.9	1	7.1	36	11.5	10	15.9
3 out of 5 Years	7	15.2	1	25.0	11	10.9	1	7.1	43	13.8	6	9.5
2 out of 5 Years	11	23.9	0	0.0	21	20.8	2	14.4	76	24.4	13	20.7
1 out of 5 Years	10	21.7	0	0.0	33	32.7	7	50.0	93	29.8	20	31.7
0 out of 5 Years	6	13.1	1	25.0	24	23.8	2	14.4	40	15.7	8	12.7
TOTALS	46		4		101		14		312		63	

SOURCE: Annual Reports, Graduate School and University Center, 1965-70; Graduate School and University Catalogues, 1965-70

TABLE III-25. CUNY FACULTY GRANTS BY SEX: 1970-71 AND 1971-72 ACADEMIC YEARS

Category		1970-71 Men	1970-71 Women	1971-72 Men	1971-72 Women
Eligible	#	--	--	5,276	2,593
	% Total	--	--	67%	33%
Total Applications	#	446	55	530	98
	% Total	89%	11%	84.4%	15.6%
Granted Applications	#	130	11	199	35
	% within sex	29.1%	20.0%	37.5%	35.7%
	% Total	92.1%	7.8%	85.1%	14.9%
% Total Amount Requested		91.8%	8.2%	85.5%	14.5%
% Total Amount Awarded		95.5%	4.5%	85.2%	14.8%
% of Total Amount of Granted Applications		56.6%	107.8%	68.1%	61.5%

SOURCE: CUNY Research Foundation

ranks is not as different as in most of the disciplines surveyed by the Committee: 10.5% of the women and 14.6% of the men are full professors; 41.1% of the women and 49.6% of the men are in tenure bearing lines. The largest discrepancy is at the adjunct lecturer level where over one-third (34.7%) of the women who teach in biology but less than one-fifth (17.5%) of the men are found.

Despite this similarity in employment patterns, data from the Committee's Career Study indicated that CUNY required considerably more time of women than of men to gain promotion. Table III-18 shows that the largest disparities occur at the two lowest steps of the tenure bearing lines;[29] Table III-26 shows this pattern repeated in each of the senior colleges of the Career Study sample. Table III-27 shows the greater seniority of women in the tenure bearing ranks. For example, female full professors in biology average seven years at rank as compared to 4.6 for men.[30]

The career pattern of women mathematicians closely parallels that of biology. Women require more years at rank than men to be promoted to assistant and associate professor. (See Table III-28.) No women have ever been promoted to full professor or initially appointed to that rank in the discipline. They also have greater seniority than male mathematicians as assistant and associate professors, as demonstrated in Table III-29.

Social Science

Women are only a quarter (24.2%) of the faculty members of the senior college history departments yet the career and employment patterns of women and men show few discrepancies. About 55% of both women and men are in the tenure bearing lines and 17% of each sex are adjunct lecturers. Although more of the men (17.6%) than of the women (10.3%) are full professors, this difference is essentially erased by the number of women who are assistant professors. More time was required of women historians to be promoted to assistant professor, but the four women who were promoted to full professor took less time, on the average, than did the men. (See Table III-30.)

Arts and Humanities

Although English is the discipline in the Committee's survey with the second highest percentage of faculty women, 40.9%, it illustrates a rather detrimental environment for women. Only a quarter of these women are in the tenure bearing lines while half (49%) of the men are so situated; three times as many of the men than of the women are full professors and nearly twice as many of the men as of the women are associate professors. Among the lower teaching ranks, the lecturer (full-time and part-time) and adjunct lines account for 60.5% of the women but only 27.4% of the men. The exclusion of women from the upper ranks in English is partially due to the fact that, as in biology, the system requires more years at each rank for promotion of women than of men. (See Table III-31.)

Professional Studies

Education has the highest percent representation of faculty women, 45.5%, in the Committee's survey,

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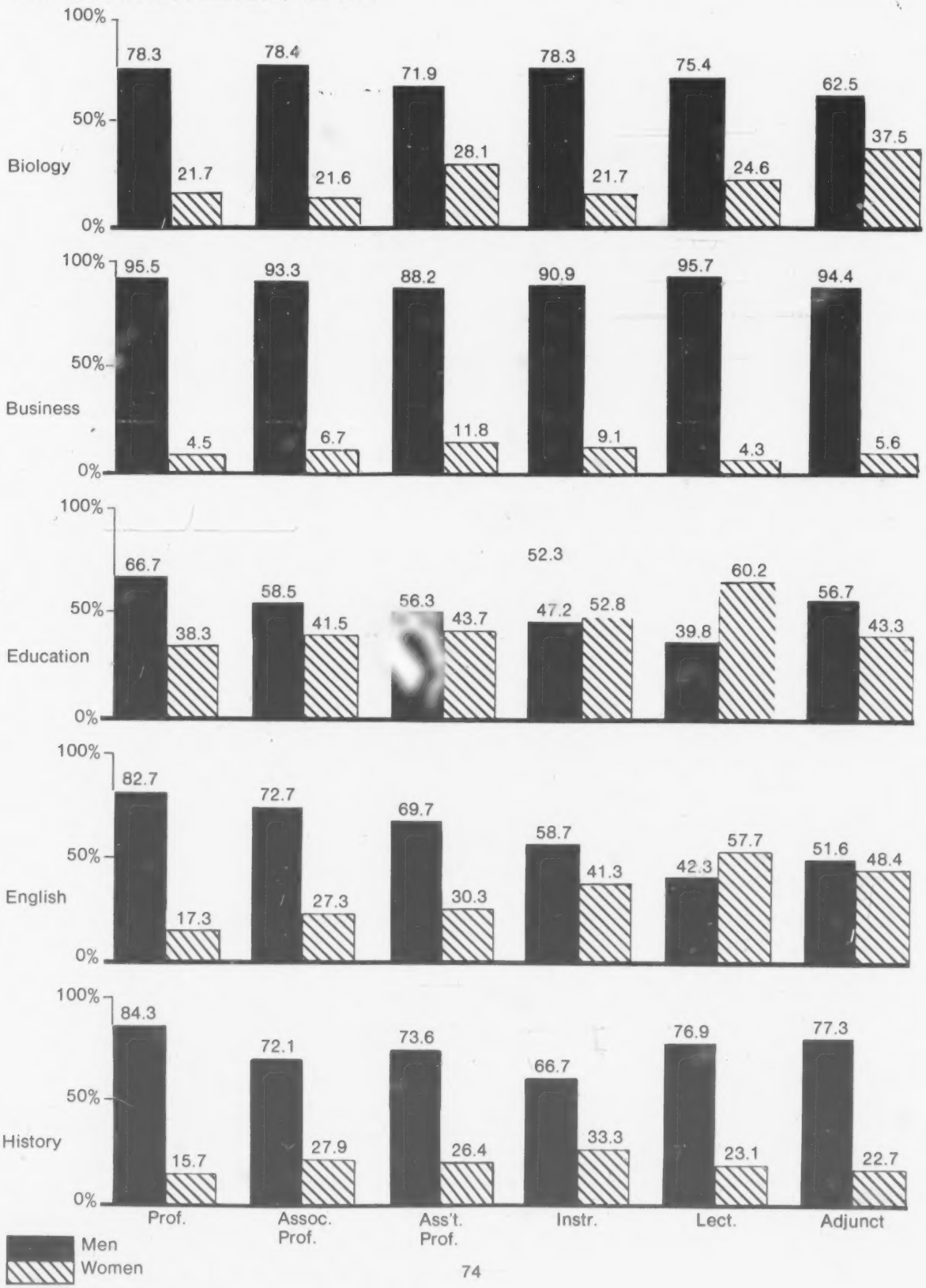
All full-time faculty members are eligible for FRAP awards. Applications for these are processed by the individual colleges. At the Research Foundation, initial evaluation is made by approximately 35 small (usually five-member) review panels composed of appointed faculty members from the appropriate disciplines. The CACSW found these committees for the 1972-73 academic year to be overwhelmingly composed of men. 80% were either totally male (e.g., English, health sciences, comparative literature, speech, creative arts, physics, psychology, mathematics, music, and theater) or had only one female member (e.g., history, biochemistry, philosophy, political science, and sociology).

Final decision-making on the awarding of research aid is done by the Foundation's University Committee on Research, a committee of faculty members appointed by the Chancellor for three-year terms. In 1971-72 this Committee had 13 members, one of whom was a woman.

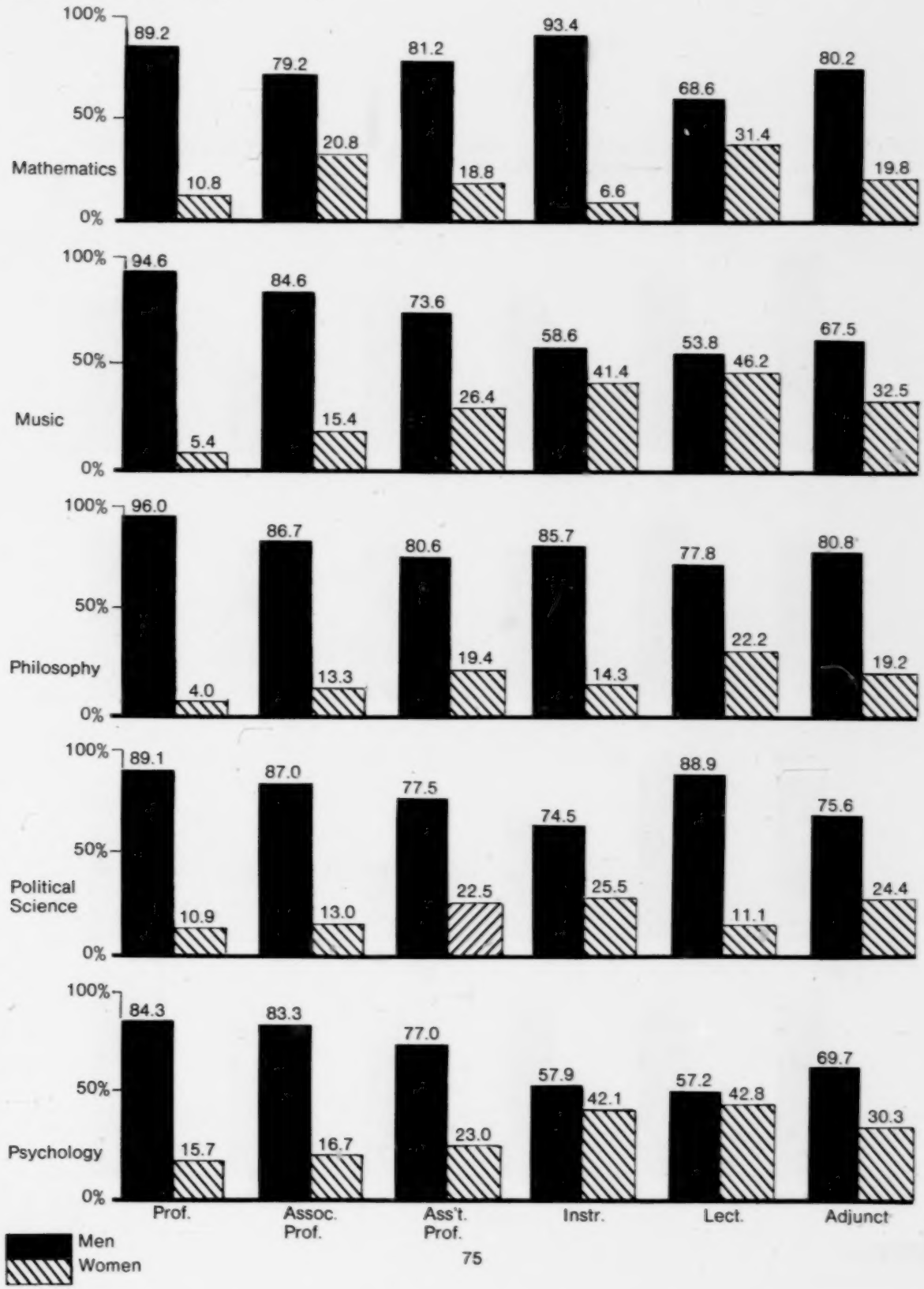
29. Chi-Square tests on the disparities in the amount of time required of women and men to be promoted to assistant professor and from assistant to associate professor were proven to be statistically significant at the .05 level.

30. A similar situation exists in political science where female full professors average nine years at rank compared to 5.14 for men.

GRAPH III-C. PERCENT REPRESENTATION OF WOMEN AND MEN IN SELECTED DISCIPLINES AT THE SENIOR COLLEGES: FALL 1971



GRAPH III-C (continued)



GRAPH III-D. PERCENT REPRESENTATION OF WOMEN AND MEN IN SELECTED DISCIPLINE GROUPS AT THE COMMUNITY COLLEGES: FALL 1971

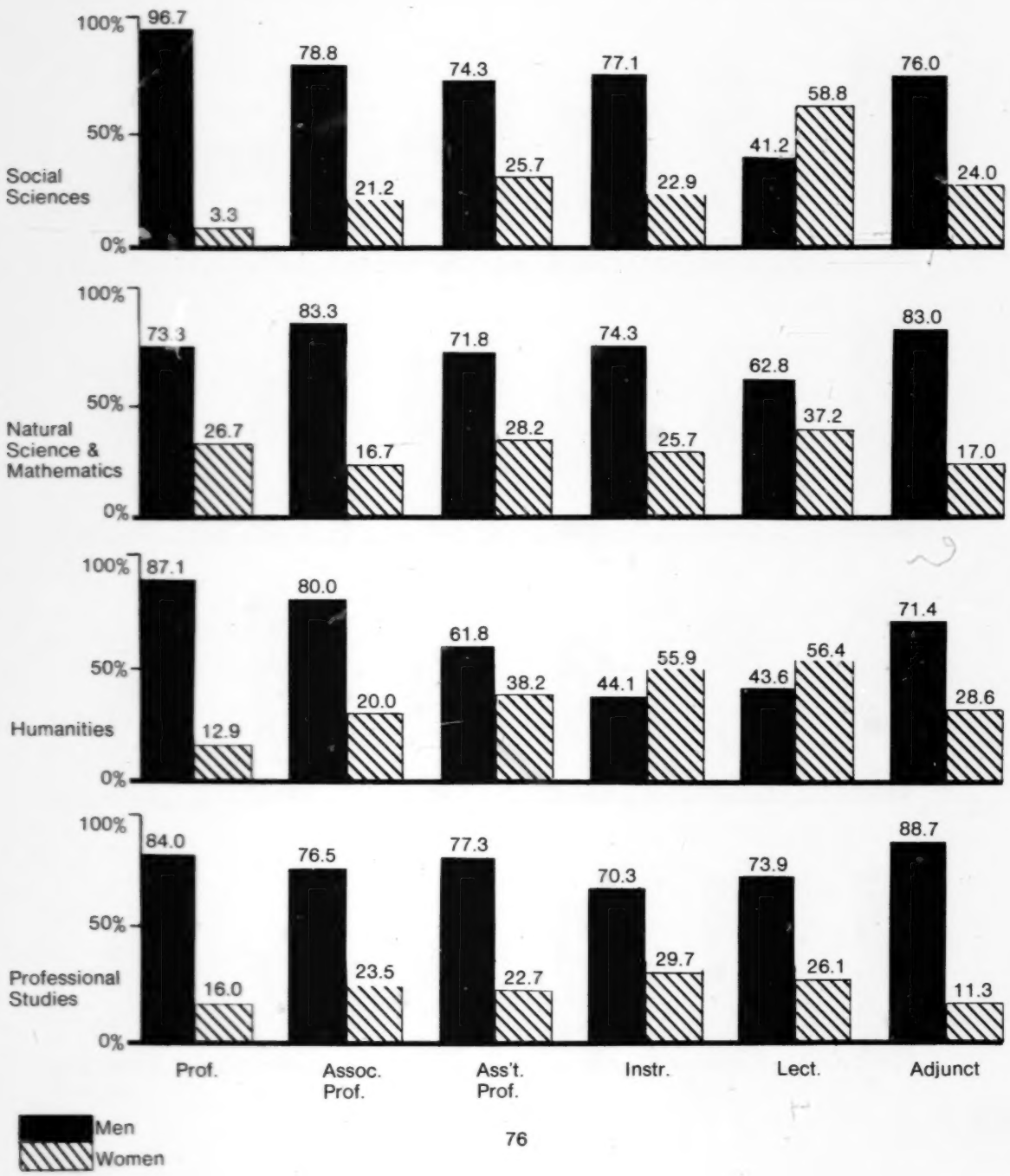


TABLE III-26. AVERAGE NUMBER OF YEARS TAKEN BY WOMEN AND MEN FACULTY FOR PROMOTION IN THE DISCIPLINE OF BIOLOGY AT THREE SENIOR COLLEGES

Academic Rank	Brooklyn		City		Queens	
	Men	Women	Men	Women	Men	Women
To Professor (from Associate)	5.23	8.20	4.86	5.00	2.60	10.00
To Associate (from Assistant)	5.16	14.80	5.31	6.00	4.10	3.00
To Assistant	6.38	15.67	6.38	7.00	4.40	1.00

SOURCE: CACSW Career Study

TABLE III-27. AVERAGE NUMBER OF YEARS AT PRESENT RANK OF WOMEN AND MEN IN THE DISCIPLINE OF BIOLOGY AT THREE SENIOR COLLEGES

Academic Rank	Men	Women
Professor	4.60	7.00
Associate	3.46	4.00
Assistant	4.03	4.81

SOURCE: CACSW Career Study

TABLE III-28. AVERAGE NUMBER OF YEARS TAKEN BY WOMEN AND MEN FACULTY FOR PROMOTION IN THE DISCIPLINE OF MATHEMATICS AT THREE SENIOR COLLEGES

Academic Rank	Men	Women
To Professor (from Associate)	5.78	——
To Associate (from Assistant)	5.82	8.00
To Assistant	6.22	10.60

SOURCE: CACSW Career Study

TABLE III-29. AVERAGE NUMBER OF YEARS AT PRESENT RANK OF WOMEN AND MEN IN THE DISCIPLINE OF MATHEMATICS AT THREE SENIOR COLLEGES: FALL 1971

Academic Rank	Men	Women
Professor	8.33	——
Associate	4.17	5.25
Assistant	3.49	4.69

SOURCE: CACSW Career Study

TABLE III-30. AVERAGE NUMBER OF YEARS TAKEN BY WOMEN AND MEN FACULTY FOR PROMOTION IN THE DISCIPLINE OF HISTORY AT THREE SENIOR COLLEGES

Academic Rank	Men	Women
To Professor (from Associate)	5.61	3.76
To Associate (from Assistant)	5.20	5.50
To Assistant	6.54	7.29

SOURCE: CACSW Career Study

TABLE III-31. AVERAGE NUMBER OF YEARS REQUIRED OF WOMEN AND MEN FACULTY FOR PROMOTION IN THE DISCIPLINE OF ENGLISH AT THREE SENIOR COLLEGES

Academic Rank	Men	Women
To Professor (from Associate)	5.29	7.00
To Associate (from Assistant)	5.50	6.05
To Assistant	6.22	6.68

SOURCE: CACSW Career Study

TABLE III-32. AVERAGE NUMBER OF YEARS AT PRESENT RANK OF WOMEN AND MEN IN THE DISCIPLINE OF ENGLISH AT THREE SENIOR COLLEGES: FALL 1971

Academic Rank	Men	Women
Professor	4.80	3.67
Associate	2.91	4.22
Assistant	4.03	3.52

SOURCE: CACSW Career Study

TABLE III-33. AVERAGE NUMBER OF YEARS TAKEN BY WOMEN AND MEN FACULTY FOR PROMOTION IN THE DISCIPLINE OF EDUCATION AT THREE SENIOR COLLEGES

Academic Rank	Men	Women
To Professor (from Associate)	5.56	5.78
To Associate (from Assistant)	8.06	6.64
To Assistant	4.02	5.11

SOURCE: CACSW Career Study

TABLE III-34. AVERAGE SALARIES OF WOMEN AND MEN FACULTY IN THE DISCIPLINE OF EDUCATION AT THREE SENIOR COLLEGES

Academic Rank	Men	Women
Professor	$28,919	$28,552
Associate	$23,584	$21,338
Assistant	$18,589	$18,174

SOURCE: CACSW Career Study

yet its profile shows the classic CUNY pattern: more of the men than of the women are in the tenure bearing ranks—male full professors out-number female full professors two to one—and more of the women than of the men are in the non-tenure bearing slots. Among the high ranking titles, the waiting period before attaining promotion averages 17.6 for men and 17.5 for women: as Table III-33 indicates, women take longer to be promoted to assistant and full professor; but men, on the average, take longer to associate professor.

Education, however, reveals other patterns of discrimination on the basis of sex. Women receive lesser salaries than do men, on the average, with the gap increasing over the years. Aggregate salary figures, as presented in Table III-34, mask this pattern, but when groups of faculty with similar characteristics (i.e., persons appointed at the same rank in the same year and not subsequently promoted) were constructed from the education department at one senior college (Queens College), salary differentials emerged.

The average salary for women was lower than for men in nine of eleven groups, as shown in Table III-35. In all but one group, the lowest paid member was a woman. Table III-35 also indicates that newer male appointees often earn higher annual salaries than females with greater seniority.

D. WOMEN'S FIELDS[31]

Sex-stereotyped female departments are allocated a disproportionately small number of high ranking (and high paying) faculty lines, as shown in Tables III-36 and III-37. The Committee arrived at this conclusion by comparing the number of promotional series lines budgeted to the faculties of the nine CUNY nursing departments (seven community and two senior colleges) with the number of these lines in the total college faculties.[32]

The allocation of tenure bearing lines to all community college departments is disproportionately large as compared to the allocation of such lines in only the nursing departments: the percent of full professors of total faculty is four times that of the nursing departments, the percent of associate professors is 1.5 times, and the percent of assistant professors is 1.2 times. Conversely, the percent of instructor lines allocated to the nursing departments is almost twice (1.7 times) that allocated to all departments combined. Thus, the allocation of faculty lines to the nursing departments is not only disproportionate, but is clearly more distorted in the higher level lines. See Table III-36.

These patterns are repeated at the two senior colleges with nursing departments (Hunter and Lehman Colleges). At Hunter College the percent of full professors in the nursing department is about one-third of the comparable proportion of the faculty as a whole; at Lehman College the percent of full professors in the nursing department is slightly more than half the proportion in the entire faculty. Associate professors in the nursing departments are about two-thirds of the proportion in the faculties as a whole at both colleges; assistant professors, slightly more than half the proportion in the faculties as a whole at both colleges. The proportion of the nursing faculty who are instructors at Hunter College is nearly two and one-half times that of the entire faculty; at Lehman College it is three times as large. Table III-37 presents the figures on the distribution of CUNY nursing faculties by rank and by college.[33]

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31. Previous sections of this chapter have attempted to assess the effect of sex on the status of academic women at CUNY. To complete this analysis, the Committee investigated an overwhelmingly female field, nursing. The CUNY nursing faculties are 97.9% female. The purpose of this investigation was to compare the treatment of women in nursing and the Committee's Employment Profile sample.
32. As previously noted, the title of instructor has been non-tenure bearing at CUNY since June 16, 1968 with one exception: instructor of nursing science.
33. The City College education department provides another example of this phenomena. Its education department is divided into an elementary and secondary branch which have nearly the same number of tenure bearing lines, 14 and 16 respectively. In the female elementary education branch there is only one full professor line while in the male-associated secondary education branch there are six full professor lines. Interestingly, the one full professorship in elementary education is held by a woman while the six full professorships in secondary education are held by men.

TABLE III-35. AVERAGE CURRENT SALARIES OF PERSONS HIRED IN THE SAME YEAR AT THE SAME TITLE AND NOT SUBSEQUENTLY PROMOTED IN THE QUEENS COLLEGE EDUCATION DEPARTMENT: FALL 1971

	Assistant Professors			Associate Professors		
Year Hired	Men	Women	Women's Salary as % of Men's Salary	Men	Women	Women's Salary as % of Men's Salary
1964	$20,830	$20,830	100.0			
1965	$20,820	$20,330	97.6			
1966	$19,630	No Women Hired		$24,000	$22,500	93.7
1967	$17,830	$18,830	105.6	$25,500	$22,500	88.2
1968	$17,913	No Women Hired		$25,500	$22,500	88.2
1969	$18,401	$16,130	87.6	$25,500	$23,165	90.8
1970	$16,663	$15,455	92.7	$19,830	$17,830	89.9
1971	$18,830	$14,830	78.7			

SOURCE: CACSW Career Study

TABLE III-36. DISTRIBUTION OF THE NURSING FACULTIES AND THE TOTAL FACULTIES OF CUNY COLLEGES WITH NURSING DEPARTMENTS BY PROMOTIONAL LINES AND BY SEX: FALL 1971

Community College Nursing Departments

Academic Rank	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*
Professor	162	7.9	5	2.0
Associate	317	15.5	25	10.0
Assistant	978	47.9	100	40.2
Instructor	583	28.7	119	47.8
Totals	2040	100.0	249	100.0

All CUNY Nursing Departments

Academic Rank	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*
Professor	377	11.7	8	2.7
Associate	566	17.5	31	10.6
Assistant	1440	44.6	109	37.3
Instructor	847	26.2	144	49.4
Totals	3230	100.0	292	100.0

*It should be noted that the CUNY nursing faculties are 97.9% female.

SOURCE: CACSW Nursing Faculty Profile

TABLE III-37. DISTRIBUTION OF THE NURSING FACULTIES AND THE TOTAL FACULTIES OF THE INDIVIDUAL CUNY COLLEGES WITH NURSING DEPARTMENTS BY PROMOTIONAL LINES AND BY SEX: FALL 1971

	Hunter				Lehman				Borough of Manhattan			
Academic Rank	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*
Professor	151	19.5	2	6.4	64	15.3	1	8.3	5	1.8	1	3.1
Associate	146	18.9	4	12.9	103	24.6	2	16.7	37	13.4	2	6.3
Assistant	278	36.0	6	19.4	184	44.0	3	25.0	118	42.9	9	28.1
Instructor	197	25.5	19	61.3	67	16.1	6	50.0	116	42.0	20	62.5
Total	772	100.0	31	100.0	418	100.0	12	100.0	276	100.0	32	100.0

	Bronx				Hostos				Kingsborough			
Academic Rank	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*
Professor	13	3.7	1	1.0	5	6.5	0	0.0	21	10.7	1	4.2
Associate	54	15.3	7	7.1	11	14.3	3	18.7	28	14.2	3	12.5
Assistant	170	48.3	43	43.4	27	35.1	4	25.0	123	62.4	13	54.2
Instructor	115	32.7	48	48.5	34	44.2	9	56.3	25	12.7	7	29.2
Total	352	100.0	99	100.0	77	100.0	16	100.0	197	100.0	24	100.0

	New York City				Queensborough				Staten Island			
Academic Rank	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*	#Total Faculty	%Faculty*	#Nursing Faculty	%Faculty*
Professor	54	11.7	1	4.5	41	13.4	0	0.0	23	7.5	1	3.7
Associate	69	15.0	2	9.1	64	21.0	5	17.2	54	17.6	3	11.1
Assistant	199	43.2	8	36.4	184	60.3	10	34.5	157	51.1	13	48.2
Instructor	139	30.1	11	50.0	16	5.3	14	48.3	73	23.8	10	37.0
Total	461	100.0	22	100.0	305	100.0	29	100.0	307	100.0	27	100.0

*It should be noted that the CUNY nursing faculties are 97.9% female.

SOURCE: CACSW Nursing Faculty Profile

CHAPTER III: APPENDIX A, COLLEGE DATA TABLES

TABLE III A-1. BERNARD M. BARUCH COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	37	0	0.0	7.4	0.0
Associate	24	2	7.7	4.8	2.2
Assistant	59	20	25.3	11.7	21.7
Subtotal, Tenure Bearing Lines	120	22	15.5	23.9	23.9
Instructor	10	1	9.1	2.0	1.1
Subtotal, Promotional Lines	130	23	43.4	25.8	25.0
Lecturer (Full-Time)	55	14	20.3	10.9	15.2
Lecturer (Part-Time)	19	16	45.7	3.8	17.4
Subtotal, Lecturers	74	30	28.8	14.7	32.6
Adjunct Lecturer	219	25	10.3	43.5	27.2
ALL Adjuncts	299	39	11.5	59.4	42.4
TOTALS	505	92	15.4	100.0	100.0

TABLE III A-2. BROOKLYN COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	85	20	19.1	14.9	7.4
Associate	61	28	31.5	10.7	10.3
Assistant	106	50	32.1	18.6	18.4
Subtotal, Tenure Bearing Lines	252	98	28.0	44.3	36.0
Instructor	95	60	38.7	16.7	22.1
Subtotal, Promotional Lines	347	158	31.3	61.0	58.1
Lecturer (Full-Time)	26	21	44.7	4.6	7.7
Lecturer (Part-Time)	27	12	30.8	4.7	4.4
Subtotal, Lecturers	53	33	38.4	9.3	12.2
Adjunct Lecturer	109	56	33.9	19.3	20.7
ALL Adjuncts	166	80	32.5	29.2	29.4
TOTALS	569	272	32.3	100.0	100.0

TABLE III A-3. CITY COLLEGE OF NEW YORK

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	78	7	8.2	15.6	4.1
Associate	76	18	19.2	15.2	10.6
Assistant	122	32	20.8	24.4	18.8
Subtotal, Tenure Bearing Lines	276	57	17.1	55.2	33.5
Instructor	63	21	25.0	12.6	12.4
Subtotal, Promotional Lines	339	78	42.1	67.8	45.9
Lecturer (Full-Time)	43	29	40.3	8.6	16.5
Lecturer (Part-Time)	26	15	36.6	5.2	8.5
Subtotal, Lecturers	69	43	38.9	13.8	25.9
Adjunct Lecturer	88	47	34.8	17.6	27.6
ALL Adjuncts	92	48	34.3	18.4	28.2
TOTALS	500	176	25.3	100.0	100.0

TABLE III A-4. THE GRADUATE SCHOOL AND UNIVERSITY CENTER

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	234	24	9.3	53.7	37.5
Associate	94	24	20.3	21.5	37.5
Assistant	70	12	14.6	16.1	18.8
Subtotal, Tenure Bearing Lines	398	60	13.1	91.3	85.7
Adjunct Professor	21	3	12.5	4.7	4.7
Adjunct Associate	2	6	0.0	0.5	0.0
Visiting Professor	2	0	0.0	0.5	0.0
Distinguished Professor	13	1	7.1	3.0	1.5
TOTALS	436	64	12.8	100.0	100.0

TABLE III A-5. HUNTER COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	52	21	28.8	15.7	8.9
Associate	42	26	38.2	12.7	11.0
Assistant	55	44	44.4	16.6	18.7
Subtotal, Tenure Bearing Lines	149	91	37.9	45.0	38.7
Instructor	33	20	37.7	10.0	8.5
Subtotal, Promotional Lines	182	111	37.9	55.0	47.2
Lecturer (Full-Time)	7	10	58.8	2.1	4.3
Lecturer (Part-Time)	14	14	50.0	4.2	5.9
Subtotal, Lecturers	21	24	53.3	6.3	10.2
Adjunct Lecturer	80	82	50.6	24.2	34.9
ALL Adjuncts	128	100	43.9	38.7	42.6
TOTALS	331	235	41.2	100.0	100.0

TABLE III A-6. JOHN JAY COLLEGE OF CRIMINAL JUSTICE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	14	1	6.7	10.3	1.6
Associate	10	2	16.7	7.4	3.2
Assistant	61	21	25.6	44.9	33.3
Subtotal, Tenure Bearing Lines	85	24	22.0	62.5	38.1
Instructor	21	18	46.2	15.4	28.6
Subtotal, Promotional Lines	106	42	28.4	77.9	66.7
Lecturer (Full-Time)	5	5	50.0	3.7	7.9
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	5	5	50.0	3.7	7.9
Adjunct Lecturer	11	13	54.2	8.1	20.6
ALL Adjuncts	25	16	39.0	18.4	25.4
TOTALS	136	64	32.0	100.0	100.0

TABLE III A-7. HERBERT H. LEHMAN COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	23	8	25.8	7.8	5.6
Associate	48	12	20.0	16.4	8.5
Assistant	55	27	32.9	18.8	19.0
Subtotal, Tenure Bearing Lines	126	47	27.2	43.0	33.1
Instructor	11	6	35.3	3.7	4.2
Subtotal, Promotional Lines	137	53	27.9	46.8	37.3
Lecturer (Full-Time)	37	29	43.9	12.6	20.4
Lecturer (Part-Time)	7	5	41.7	2.4	3.5
Subtotal, Lecturers	44	34	43.6	15.0	23.9
Adjunct Lecturer	86	46	34.9	29.1	32.4
ALL Adjuncts	112	55	32.9	38.2	38.8
TOTALS	293	142	32.6	100.0	100.0

TABLE III A-8. MEDGAR EVERS COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	5	0	0.0	11.9	0.0
Associate	4	5	55.6	9.5	27.8
Assistant	13	3	18.8	3.1	16.7
Subtotal, Tenure Bearing Lines	22	8	26.7	52.4	44.4
Instructor	8	0	0.0	19.0	0.0
Subtotal, Promotional Lines	30	8	21.1	71.4	44.4
Lecturer (Full-Time)	5	3	37.5	11.9	16.7
Lecturer (Part-Time)	1	0	0.0	2.4	0.0
Subtotal, Lecturers	6	3	33.3	14.3	16.7
Adjunct Lecturer	3	6	66.7	7.1	33.3
ALL Adjuncts	6	7	53.8	14.3	38.9
TOTALS	42	18	30.0	100.0	100.0

TABLE III A-9. QUEENS COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	82	21	20.4	13.3	7.1
Associate	69	25	26.6	11.2	8.5
Assistant	142	49	25.7	23.0	6.7
Subtotal, Tenure Bearing Lines	293	95	24.5	47.5	32.3
Instructor	30	19	38.8	4.9	6.5
Subtotal, Promotional Lines	323	114	26.1	52.3	38.8
Lecturer (Full-Time)	54	48	47.1	8.7	16.2
Lecturer (Part-Time)	58	52	47.3	9.4	17.6
Subtotal, Lecturers	112	100	47.2	18.2	33.8
Adjunct Lecturer	129	69	34.9	20.9	23.5
ALL Adjuncts	182	80	30.5	29.5	27.2
TOTALS	618	296	32.4	100.0	100.0

TABLE III A-10. RICHMOND COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	10	0	0.0	6.4	0.0
Associate	21	3	12.5	13.5	5.8
Assistant	55	20	26.7	35.5	38.5
Subtotal, Tenure Bearing Lines	86	23	21.1	55.5	44.2
Instructor	17	11	39.3	11.0	21.2
Subtotal, Promotional Lines	103	34	24.8	66.5	65.4
Lecturer (Full-Time)	2	4	66.7	1.3	7.7
Lecturer (Part-Time)	4	1	20.0	2.6	1.9
Subtotal, Lecturers	6	5	45.5	3.9	9.6
Adjunct Lecturer	24	12	33.3	15.5	23.1
ALL Adjuncts	46	13	22.0	29.6	25.0
TOTALS	155	52	25.1	100.0	100.0

TABLE III A-11. YORK COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	4	0	0.0	5.9	0.0
Associate	5	2	28.6	7.4	5.2
Assistant	30	14	31.8	44.1	36.8
Subtotal, Tenure Bearing Lines	39	16	29.1	57.5	42.1
Instructor	17	11	39.3	25.0	28.9
Subtotal, Promotional Lines	56	27	32.5	82.4	71.1
Lecturer (Full-Time)	4	2	33.3	5.9	5.3
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	4	2	33.3	5.9	5.3
Adjunct Lecturer	5	9	64.3	7.4	23.7
ALL Adjuncts	8	9	52.9	11.6	23.7
TOTALS	68	38	35.8	100.0	100.0

TABLE III A-12. BOROUGH OF MANHATTAN COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	7	1	12.5	3.8	1.1
Associate	9	8	47.1	4.9	8.6
Assistant	49	25	33.8	26.6	26.9
Subtotal, Tenure Bearing Lines	65	34	34.3	35.3	36.5
Instructor	32	20	38.5	17.4	21.5
Subtotal, Promotional Lines	97	54	35.8	52.7	58.0
Lecturer (Full-Time)	9	10	52.0	4.9	10.8
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	9	10	52.0	4.9	10.8
Adjunct Lecturer	65	19	22.6	35.3	20.4
ALL Adjuncts	78	29	27.1	42.4	31.2
TOTALS	184	93	33.6	100.0	100.0

TABLE III A-13. BRONX COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	15	3	16.7	5.5	4.2
Associate	28	2	6.7	10.4	2.8
Assistant	50	11	18.0	18.5	15.5
Subtotal, Tenure Bearing Lines	93	16	14.8	34.4	22.5
Instructor	13	4	23.5	4.8	5.6
Subtotal, Promotional Lines	106	20	15.9	39.2	28.2
Lecturer (Full-Time)	20	15	42.9	7.4	21.1
Lecturer (Part-Time)	4	2	33.3	1.5	2.8
Subtotal, Lecturers	24	17	41.5	8.9	23.9
Adjunct Lecturer	101	29	22.3	37.4	40.8
ALL Adjuncts	140	34	19.5	51.9	47.9
TOTALS	270	71	20.8	100.0	100.0

TABLE III A-14. HOSTOS COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	7	0	0.0	17.9	0.0
Associate	11	1	8.3	28.2	6.3
Assistant	10	4	28.6	25.6	25.0
Subtotal, Tenure Bearing Lines	28	5	15.2	71.8	31.3
Instructor	1	4	80.0	2.6	25.0
Subtotal, Promotional Lines	29	9	23.7	74.4	56.2
Lecturer (Full-Time)	3	4	57.1	7.7	25.0
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	3	4	57.1	7.7	25.0
Adjunct Lecturer	4	2	33.3	10.3	12.5
ALL Adjuncts	7	3	30.0	17.9	18.8
TOTALS	39	16	29.1	100.0	100.0

TABLE III A-15. KINGSBOROUGH COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	14	4	22.2	7.7	5.5
Associate	14	3	17.7	7.7	4.2
Assistant	58	25	30.1	31.7	34.7
Subtotal, Tenure Bearing Lines	86	32	27.1	47.0	44.4
Instructor	32	13	28.9	17.5	18.1
Subtotal, Promotional Lines	118	45	27.6	64.5	62.5
Lecturer (Full-Time)	20	5	20.0	10.9	6.9
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	20	5	20.0	10.9	6.9
Adjunct Lecturer	33	22	40.0	18.0	30.6
ALL Adjuncts	45	22	28.2	24.6	30.6
TOTALS	183	72	28.2	100.0	100.0

TABLE III A-16. LAGUARDIA COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	0	1	100.0	0.0	3.8
Associate	3	0	0.0	10.0	0.0
Assistant	13	2	13.3	43.3	7.7
Subtotal, Tenure Bearing Lines	16	3	15.8	53.3	11.5
Instructor	2	7	77.8	6.7	26.9
Subtotal, Promotional Lines	18	10	35.7	60.0	38.5
Lecturer (Full-Time)	0	0	0.0	0.0	0.0
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	0	0	0.0	0.0	0.0
Adjunct Lecturer	2	5	71.4	6.7	19.3
ALL Adjuncts	7	7	50.0	23.3	27.0
TOTALS	27	22	44.9	100.0	100.0

TABLE III A-17. NEW YORK CITY COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	21	1	4.6	10.3	1.7
Associate	9	2	18.2	4.4	3.4
Assistant	30	15	33.3	14.8	25.9
Subtotal, Tenure Bearing Lines	60	18	23.1	29.5	31.0
Instructor	12	3	20.0	5.9	5.2
Subtotal, Promotional Lines	72	21	22.6	35.5	36.2
Lecturer (Full-Time)	3	7	70.0	1.5	12.1
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	3	7	70.0	1.5	12.1
Adjunct Lecturer	124	28	18.4	61.1	48.3
ALL Adjuncts	128	30	19.0	63.1	51.7
TOTALS	203	58	22.2	100.0	100.0

TABLE II! A-18. QUEENSBOROUGH COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	18	5	21.7	6.5	5.7
Associate	21	7	25.0	7.5	7.9
Assistant	61	33	35.1	21.9	37.5
Subtotal, Tenure Bearing Lines	100	45	31.0	35.9	51.1
Instructor	25	23	39.7	12.5	26.1
Subtotal, Promotional Lines	135	68	33.5	48.4	77.2
Lecturer (Full-Time)	2	1	33.3	0.7	1.1
Lecturer (Part-Time)	2	0	0.0	0.7	0.0
Subtotal, Lecturers	4	1	20.0	1.4	1.1
Adjunct Lecturer	118	17	12.6	42.3	19.3
ALL Lecturers	140	19	11.9	50.2	21.7
TOTALS	279	88	24.0	100.0	100.0

TABLE III A-19. STATEN ISLAND COMMUNITY COLLEGE

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	17	2	10.5	8.2	3.6
Associate	19	6	19.5	9.1	10.9
Assistant	50	20	28.6	24.0	36.4
Subtotal, Tenure Bearing Lines	86	28	24.6	41.3	50.9
Instructor	21	5	19.2	10.1	9.1
Subtotal, Promotional Lines	107	33	23.6	51.4	60.0
Lecturer (Full-Time)	0	1	100.0	0.0	1.8
Lecturer (Part-Time)	0	0	0.0	0.0	0.0
Subtotal, Lecturers	0	1	100.0	0.0	1.8
Adjunct Lecturer	57	13	18.6	27.4	23.6
ALL Adjuncts	101	21	17.2	48.6	38.2
TOTALS	208	55	20.9	100.0	100.0

CHAPTER III: APPENDIX B, DISCIPLINE DATA TABLES

TABLE III B-1. THE DISCIPLINE OF BIOLOGY AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	36	10	21.7	14.6	10.5
Associate	40	11	21.6	16.3	11.6
Assistant	46	18	28.1	18.7	18.9
Subtotal, Tenure Bearing Lines	122	39	24.2	49.6	41.1
Instructor	18	5	21.7	7.3	5.3
Subtotal, Promotional Lines	140	44	23.9	56.9	46.3
Lecturer (Full-Time)	1	3	75.0	0.4	3.2
Lecturer (Part-Time)	45	12	21.0	18.3	12.6
Subtotal, Lecturers	46	15	24.6	18.7	15.8
Adjunct Lecturer	43	33	43.4	17.5	34.7
ALL Adjuncts	60	36	37.5	24.4	37.9
TOTALS	246	95	27.7	100.0	100.0

TABLE III B-2. THE DISCIPLINE OF BUSINESS AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	21	1	4.5	6.2	4.5
Associate	14	1	6.7	4.1	4.5
Assistant	30	4	11.8	8.9	18.2
Subtotal, Tenure Bearing Lines	65	6	8.4	19.2	27.3
Instructor	10	1	9.1	3.0	4.5
Subtotal, Promotional Lines	75	7	8.5	22.1	31.8
Lecturer (Full-Time)	32	1	3.0	9.4	4.5
Lecturer (Part-Time)	12	1	7.7	3.5	4.5
Subtotal, Lecturers	44	2	4.3	13.0	9.1
Adjunct Lecturer	173	10	5.5	7.7	45.5
ALL Adjuncts	220	13	5.6	64.9	59.3
TOTALS	339	22	6.1	100.0	100.0

TABLE III B-3. THE DISCIPLINE OF EDUCATION AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	52	26	33.3	10.9	6.5
Associate	62	44	41.5	13.0	11.1
Assistant	120	93	43.7	25.2	23.4
Subtotal, Tenure Bearing Lines	234	163	41.0	49.2	41.0
Instructor	51	57	52.8	10.7	14.3
Subtotal, Promotional Lines	285	220	43.6	59.9	55.3
Lecturer (Full-Time)	40	57	58.8	8.4	14.3
Lecturer (Part-Time)	3	8	72.7	0.6	2.0
Subtotal, Lecturers	43	65	60.2	9.0	16.3
Adjunct Lecturer	85	81	48.8	17.9	20.4
ALL Adjuncts	148	113	43.3	31.1	28.4
TOTALS	476	398	45.5	100.0	100.0

TABLE III B-4. THE DISCIPLINE OF ENGLISH AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	62	13	17.3	11.9	3.6
Associate	72	27	27.3	13.8	7.5
Assistant	122	53	30.3	23.4	14.6
Subtotal, Tenure Bearing Lines	256	93	26.6	49.0	25.7
Instructor	71	50	41.3	13.6	13.8
Subtotal, Promotional Lines	327	143	30.4	62.6	39.5
Lecturer (Full-Time)	56	61	52.1	10.7	16.8
Lecturer (Part-Time)	29	55	65.5	5.5	15.2
Subtotal, Lecturers	85	116	57.7	16.3	32.0
Adjunct Lecturer	87	90	50.8	16.7	24.9
ALL Adjuncts	110	103	48.4	21.1	28.5
TOTALS	522	362	40.9	100.0	100.0

TABLE III B-5. THE DISCIPLINE OF HISTORY AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	43	8	15.7	17.6	10.3
Associate	31	12	27.9	12.7	15.4
Assistant	64	23	26.4	26.2	29.5
Subtotal, Tenure Bearing Lines	138	43	23.8	56.6	55.1
Instructor	18	9	33.3	7.4	11.5
Subtotal, Promotional Lines	156	52	25.0	63.9	66.7
Lecturer (Full-Time)	25	5	16.0	10.3	6.4
Lecturer (Part-Time)	5	4	44.4	2.1	5.1
Subtotal, Lecturers	30	9	23.1	12.3	11.5
Adjunct Lecturer	41	13	24.0	16.8	16.7
ALL Adjuncts	58	17	22.7	23.8	21.8
TOTALS	244	78	24.2	100.0	100.0

TABLE III B-6. THE DISCIPLINE OF MATHEMATICS AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	33	4	10.8	7.8	3.9
Associate	36	9	20.8	8.5	8.8
Assistant	95	22	18.8	22.3	21.6
Subtotal, Tenure Bearing Lines	164	35	17.6	38.5	34.3
Instructor	57	4	6.6	13.4	3.9
Subtotal, Promotional Lines	221	39	15.0	51.9	38.2
Lecturer (Full-Time)	47	23	32.9	11.0	22.6
Lecturer (Part-Time)	12	4	25.0	2.8	3.9
Subtotal, Lecturers	59	27	31.4	13.8	26.5
Adjunct Lecturer	117	34	22.5	27.4	33.3
ALL Adjuncts	146	36	19.8	34.3	35.3
TOTALS	42.6	102	19.4	100.0	100.0

TABLE III B-7. THE DISCIPLINE OF MUSIC AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	35	2	5.4	15.3	2.1
Associate	22	4	15.4	9.7	4.3
Assistant	50	18	26.4	21.9	19.1
Subtotal, Tenure Bearing Lines	107	24	18.3	46.9	25.5
Instructor	17	12	41.4	7.5	12.8
Subtotal, Promotional Lines	124	36	22.5	54.4	38.3
Lecturer (Full-Time)	12	7	36.8	5.3	7.5
Lecturer (Part-Time)	9	11	55.0	3.9	11.7
Subtotal, Lecturers	21	18	46.2	9.2	19.1
Adjunct Lecturer	43	32	42.7	18.9	34.0
ALL Adjuncts	83	40	32.5	36.4	42.6
TOTALS	228	94	29.1	100.0	100.0

TABLE III B-8. THE DISCIPLINE OF PHILOSOPHY AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	24	1	4.0	18.7	4.0
Associate	13	2	13.3	10.2	8.0
Assistant	29	7	19.4	22.7	28.0
Subtotal, Tenure Bearing Lines	66	10	13.2	51.6	40.0
Instructor	6	1	14.3	4.7	4.0
Subtotal, Promotional Lines	72	11	13.3	56.3	44.0
Lecturer (Full-Time)	6	0	0.0	4.7	0.0
Lecturer (Part-Time)	8	4	33.3	6.2	16.0
Subtotal, Lecturers	14	4	22.2	10.9	16.0
Adjunct Lecturer	37	9	19.6	28.9	36.0
ALL Adjuncts	42	10	19.2	32.9	40.0
TOTALS	128	25	15.9	100.0	100.0

TABLE III B-9. THE DISCIPLINE OF POLITICAL SCIENCE AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	41	5	10.9	17.5	8.6
Associate	20	3	13.0	8.5	5.2
Assistant	55	16	22.5	23.5	27.6
Subtotal, Tenure Bearing Lines	116	24	17.1	49.6	41.4
Instructor	35	12	25.5	15.0	20.7
Subtotal, Promotional Lines	151	36	19.3	64.5	62.1
Lecturer (Full-Time)	9	2	18.3	3.9	3.5
Lecturer (Part-Time)	15	1	6.3	6.4	1.7
Subtotal, Lecturers	24	3	11.1	10.3	5.2
Adjunct Lecturer	38	14	26.9	16.2	24.1
ALL Adjuncts	59	19	24.4	25.2	32.7
TOTALS	234	58	20.1	100.0	100.0

TABLE III B-10. THE DISCIPLINE OF PSYCHOLOGY AT THE SENIOR COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	43	8	15.7	11.7	5.7
Associate	50	10	16.7	13.6	7.1
Assistant	87	26	23.0	23.6	18.4
Subtotal, Tenure Bearing Lines	180	44	19.6	48.9	31.2
Instructor	22	16	42.1	6.0	11.3
Subtotal, Promotional Lines	202	60	22.9	54.9	42.6
Lecturer (Full-Time)	10	6	37.5	2.7	4.3
Lecturer (Part-Time)	18	15	45.5	4.9	10.6
Subtotal, Lecturers	28	21	42.8	7.6	14.9
Adjunct Lecturer	90	49	35.3	24.5	34.8
ALL Adjuncts	138	60	30.3	37.5	42.5
TOTALS	368	141	27.7	100.0	100.0

TABLE III B-11. SOCIAL SCIENCES FACULTY AT THE COMMUNITY COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	29	1	3.3	8.9	1.0
Associate	26	7	21.2	8.0	6.8
Assistant	75	26	25.7	23.0	25.2
Subtotal, Tenure Bearing Lines	130	34	20.7	39.9	33.0
Instructor	37	11	22.9	11.3	10.7
Subtotal, Promotional Lines	167	45	21.2	51.2	43.7
Lecturer (Full-Time)	7	9	56.3	2.1	8.7
Lecturer (Part-Time)	0	1	100.0	0.0	1.0
Subtotal, Lecturers	7	10	58.8	2.1	9.7
Adjunct Lecturer	103	39	27.5	31.6	37.9
ALL Adjuncts	152	48	24.0	46.7	46.6
TOTALS	326	103	24.0	100.0	100.0

TABLE III B-12. NATURAL SCIENCE AND MATHEMATICS FACULTY AT THE COMMUNITY COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	22	8	26.7	5.5	6.5
Associate	30	6	16.7	7.5	4.8
Assistant	107	42	28.2	26.6	33.9
Subtotal, Tenure Bearing Lines	159	56	26.0	39.6	45.2
Instructor	55	19	25.7	13.7	15.3
Subtotal, Promotional Lines	214	75	26.0	53.2	60.5
Lecturer (Full-Time)	24	15	38.5	6.0	12.1
Lecturer (Part-Time)	3	1	25.0	0.7	0.8
Subtotal, Lecturers	27	16	37.2	6.7	12.9
Adjunct Lecturer	127	26	17.0	31.6	21.0
ALL Adjuncts	161	33	17.0	40.0	26.6
TOTALS	402	124	23.9	100.0	100.0

TABLE III B-13. HUMANITIES FACULTY AT THE COMMUNITY COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	27	4	12.9	8.0	2.2
Associate	32	8	20.0	9.4	4.4
Assistant	81	50	38.2	23.9	27.3
Subtotal, Tenure Bearing Lines	140	62	30.7	41.3	33.9
Instructor	30	38	55.9	8.8	20.8
Subtotal, Promotional Lines	170	100	37.0	50.1	54.7
Lecturer (Full-Time)	15	17	53.1	4.4	9.3
Lecturer (Part-Time)	2	5	71.4	0.6	2.7
Subtotal, Lecturers	17	22	56.4	5.0	12.0
Adjunct Lecturer	125	51	29.0	36.9	29.0
ALL Adjuncts	152	61	28.6	44.9	33.3
TOTALS	339	183	35.1	100.0	100.0

TABLE III B-14. PROFESSIONAL STUDIES FACULTY AT THE COMMUNITY COLLEGES

CACSW Employment Profile, Fall 1971

Academic Rank	# Men	# Women	% Women /Rank	% Men /Men	% Women /Women
Professor	21	4	16.0	6.4	5.8
Associate	26	8	23.5	7.9	11.6
Assistant	58	17	22.7	17.6	24.6
Subtotal, Tenure Bearing Lines	105	29	21.6	31.9	42.0
Instructor	26	11	29.7	7.9	15.9
Subtotal, Promotional Lines	131	40	23.4	39.8	57.9
Lecturer (Full-Time)	12	4	25.0	3.6	5.8
Lecturer (Part-Time)	5	2	28.6	1.5	2.9
Subtotal, Lecturers	17	6	26.1	5.1	8.7
Adjunct Lecturer	149	19	11.3	45.3	27.5
ALL Adjuncts	181	23	11.3	55.1	33.4
TOTALS	329	69	17.3	100.0	100.0

CHAPTER III: APPENDIX C, DEPARTMENTAL DATA TABLES*

TABLE III C-1. BIOLOGY DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch # Total	Baruch # Women	Baruch % Women /Rank	Brooklyn # Total	Brooklyn # Women	Brooklyn % Women /Rank	City # Total	City # Women	City % Women /Rank	Hunter # Total	Hunter # Women	Hunter % Women /Rank	John Jay # Total	John Jay # Women	John Jay % Women /Rank
Professor	1	0		13	2		11	2		7	3		2	0	
Associate	1	1		12	2		11	0		11	5		0	0	
Subtotal	2	1	50.0	25	4	16.0	22	2	9.1	18	8	44.4	2	0	0.0
Assistant	0	0	0.0	11	3	27.3	15	1	6.7	7	5	71.4	8	1	12.5
Instructor	1	1	100.0	8	1	12.5	2	0	0.0	4	1	25.0	0	0	0.0
Lecturer (Full-Time)	3	2	66.7	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	0	0	0.0	9	0	0.0	19	9	47.4	6	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		0	0		0	0	
Adjunct Associate	1	1		0	0		0	0		4	0		0	0	
Adjunct Assistant	3	0		0	0		0	0		5	2		1	0	
Adjunct Lecturer	4	2		12	4		9	2		31	16		2	1	
Subtotal, All Adjuncts	8	3	37.5	12	4	33.0	9	2	22.2	40	18	45.0	3	1	33.3
TOTALS	14	7	50.0	65	12	18.5	67	14	20.9	75	32	42.7	13	2	15.4

Academic Rank	Lehman # Total	Lehman # Women	Lehman % Women /Rank	Medgar Evers # Total	Medgar Evers # Women	Medgar Evers % Women /Rank	Queens # Total	Queens # Women	Queens % Women /Rank	Richmond # Total	Richmond # Women	Richmond % Women /Rank	York # Total	York # Women	York % Women /Rank
Professor	1	1		2	0		8	2		0	0		1	0	
Associate	8	1		2	1		6	1		0	0		0	0	
Subtotal	9	2	22.2	4	1	25.0	14	3	21.4	0	0	0.0	1	0	0.0
Assistant	8	3	37.5	3	2	66.7	10	2	20.0	0	0	0.0	2	1	50.0
Instructor	1	1	100.0	2	0	0.0	2	1	50.0	0	0	0.0	3	0	0.0
Lecturer (Full-Time)	0	0	0.0	1	1	100.0	0	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	2	0	0.0	0	0	0.0	21	3	14.3	0	0	0.0	0	0	0.0
Adjunct Professor	1	0		0	0		1	0		0	0		0	0	
Adjunct Associate	2	0		0	0		0	0		0	0		0	0	
Adjunct Assistant	0	0		0	0		2	0		0	0		0	0	
Adjunct Lecturer	16	6		2	0		1	1		0	0		1	1	
Subtotal, All Adjuncts	19	6	31.6	2	0	0.0	4	1	25.0	0	0	0.0	1	1	100.0
TOTALS	39	12	30.8	12	4	33.3	51	10	19.6	0	0	0.0	7	2	28.6

*Colleges which do not have relevant departments in any of the ten selected disciplines are indicated by zero columns in Appendix III-C data tables.

TABLE III C-2. BUSINESS DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch			Brooklyn			City			Hunter			John Jay		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	20	0		0	0		0	0		1	1		0	0	
Associate	12	0		0	0		0	0		1	0		0	0	
Subtotal	32	0	0.0	0	0	0.0	0	0	0.0	2	1	50.0	0	0	0.0
Assistant	28	2	7.2	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0
Instructor	8	0	0.0	0	0	0.0	0	0	0.0	1	1	100.0	0	0	0.0
Lecturer (Full-Time)	29	1	3.4	0	0	0.0	0	0	0.0	1	0	0.0	0	0	0.0
Lecturer (Part-Time)	12	1	8.3	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Adjunct Professor	11	0		0	0		0	0		1	1		0	0	
Adjunct Associate	10	0		0	0		0	0		0	0		0	0	
Adjunct Assistant	26	2		0	0		0	0		2	0		0	0	
Adjunct Lecturer	176	4		0	0		0	0		6	6		0	0	
Subtotal, All Adjuncts	223	6	2.7	0	0	0.0	0	0	0.0	9	7	77.8	0	0	0.0
TOTALS	332	10	3.0	0	0	0.0	0	0	0.0	14	10	71.4	0	0	0.0

Academic Rank	Lehman			Medgar Evers			Queens			Richmond			York		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	0	0		1	0		0	0		0	0		0	0	
Associate	0	0		2	1		0	0		0	0		0	0	
Subtotal	0	0	0.0	3	1	33.3	0	0	0.0	0	0	0.0	0	0	0.0
Assistant	0	0	0.0	5	1	20.0	0	0	0.0	0	0	0.0	0	0	0.0
Instructor	0	0	0.0	2	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Full-Time)	0	0	0.0	3	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	0	0	0.0	1	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		0	0		0	0	
Adjunct Associate	0	0		0	0		0	0		0	0		0	0	
Adjunct Assistant	0	0		0	0		0	0		0	0		0	0	
Adjunct Lecturer	0	0		1	0		0	0		0	0		0	0	
Subtotal, All Adjuncts	0	0	0.0	1	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
TOTALS	0	0	0.0	15	2	13.3	0	0	0.0	0	0	0.0	0	0	0.0

TABLE III C-3. EDUCATION DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch			Brooklyn			City			Hunter			John Jay		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	3	0		22	10		7	1		12	5		0	0	
Associate	4	1		26	8		12	7		15	9		0	0	
Subtotal	7	1	14.3	48	18	37.5	19	8	42.1	27	14	51.9	0	0	0.0
Assistant	7	1	14.3	47	26	55.3	11	4	36.4	22	13	59.2	0	0	0.0
Instructor	1	0	0.0	47	29	61.7	17	5	29.4	0	0	0.0	0	0	0.0
Lecturer (Full-Time)	0	0	0.0	13	11	84.6	9	5	55.5	5	4	80.0	0	0	0.0
Lecturer (Part-Time)	1	1	100.0	5	3	60.0	0	0	0.0	0	0	0.0	0	0	0.0
Adjunct Professor	0	0		7	1		0	0		4	0		0	0	
Adjunct Associate	0	0		15	3		0	0		6	3		0	0	
Adjunct Assistant	1	0		40	17		0	0		8	4		0	0	
Adjunct Lecturer	2	0		0	0		12	4		10	5		0	0	
Subtotal, All Adjuncts	3	0	0.0	62	21	33.9	12	4	33.3	28	12	42.9	0	0	0.0
TOTALS	19	3	15.8	222	108	48.6	68	26	38.2	82	43	52.4	0	0	0.0

Academic Rank	Le[illegible]			Medgar Evers			Queens			Richmond			York		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	6	2		0	0		23	8		4	0		1	0	
Associate	15	3		0	0		28	14		5	1		1	1	
Subtotal	21	5	23.8	0	0	0.0	51	22	43.1	9	1	11.1	2	1	50.0
Assistant	26	12	46.2	0	0	0.0	69	24	34.8	19	7	36.8	11	6	54.5
Instructor	8	3	37.5	0	0	0.0	16	8	50.0	9	6	66.7	10	6	60.0
Lecturer (Full-Time)	25	15	60.0	0	0	0.0	41	20	48.8	3	2	66.7	1	0	0.0
Lecturer (Part-Time)	1	1	100.0	0	0	0.0	4	3	75.0	0	0	0.0	0	0	0.0
Adjunct Professor	1	0		0	0		0	0		0	0		0	0	
Adjunct Associate	5	1		0	0		0	0		0	0		0	0	
Adjunct Assistant	5	2		0	0		0	0		3	1		0	0	
Adjunct Lecturer	50	23		0	0		77	38		9	6		6	5	
Subtotal, All Adjuncts	61	26	42.6	0	0	0.0	77	38	49.4	12	7	58.3	6	5	83.3
TOTALS	142	62	43.7	0	0	0.0	258	115	44.6	52	23	44.2	30	18	60.0

TABLE III C-4. ENGLISH DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch			Brooklyn			City			Hunter			John Jay		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	3	0		13	1		22	1		15	3		1	0	
Associate	2	0		21	7		21	3		13	4		0	0	
Subtotal	5	0	0.0	34	8	23.5	43	4	9.3	28	7	25.0	1	0	0.0
Assistant	15	6	40.0	21	8	38.1	39	12	30.8	16	6	37.5	15	5	33.3
Instructor	0	0	0.0	21	12	57.1	34	10	29.4	29	12	41.4	11	5	45.5
Lecturer (Full-Time)	15	8	53.3	22	6	27.3	27	14	51.8	8	5	62.5	1	1	100.0
Lecturer (Part-Time)	3	3	100.0	7	5	71.4	1	1	100.0	8	7	87.5	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		1	0		0	0	
Adjunct Associate	0	0		0	0		0	0		0	0		0	0	
Adjunct Assistant	14	7		2	0		0	0		3	2		1	1	
Adjunct Lecturer	32	15		45	25		11	3		39	24		7	5	
Subtotal, All Adjuncts	46	22	47.8	47	25	53.2	11	3	27.3	43	26	60.5	8	6	75.0
TOTALS	84	39	46.4	152	64	42.1	155	44	28.4	132	63	47.7	36	17	47.2

Academic Rank	Lehman			Medgar Evers			Queens			Richmond			York		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	4	3		0	0		14	5		3	0		0	0	
Associate	10	2		4	3		21	7		6	0		1	0	
Subtotal	14	5	35.7	4	3	75.0	35	12	34.3	9	0	0.0	1	0	0.0
Assistant	12	3	25.0	4	0	0.0	28	5	17.8	15	4	26.7	10	4	40.0
Instructor	5	2	40.0	2	0	0.0	9	5	55.6	5	1	20.0	5	3	60.0
Lecturer (Full-Time)	13	6	46.2	2	1	50.0	27	18	66.7	0	0	0.0	2	2	100.0
Lecturer (Part-Time)	2	2	100.0	0	0	0.0	63	37	58.7	0	0	0.0	0	0	0.0
Adjunct Professor	1	0		0	0		6	1		0	0		1	0	
Adjunct Associate	0	0		0	0		1	1		1	0		0	0	
Adjunct Assistant	2	1		0	0		3	0		0	0		0	0	
Adjunct Lecturer	14	5		4	4		22	7		1	0		2	2	
Subtotal, All Adjuncts	17	6	35.3	4	4	100.0	32	9	28.1	2	0	0.0	3	2	66.7
TOTALS	63	24	38.1	16	8	50.0	194	86	44.3	31	5	16.1	21	11	52.4

TABLE III C-5. HISTORY DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch			Brooklyn			City			Hunter			John Jay		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	1	0		15	4		12	0		6	2		3	0	
Associate	1	0		7	5		8	1		6	3		2	1	
Subtotal	2	0	0.0	22	9	40.1	20	1	5.0	12	5	41.7	5	1	20.0
Assistant	5	3	60.0	8	0	0.0	17	2	11.8	10	9	90.0	22	6	27.3
Instructor	0	0	0.0	3	1	33.3	6	2	33.3	6	2	33.3	6	2	33.3
Lecturer (Full-Time)	5	1	20.0	3	1	33.3	4	1	25.0	2	1	50.0	1	0	0.0
Lecturer (Part-Time)	1	1	100.0	4	1	25.0	1	0	0.0	0	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		0	0		1	0	
Adjunct Associate	0	0		2	1		0	0		0	0		0	0	
Adjunct Assistant	2	0		0	0		0	0		0	0		5	0	
Adjunct Lecturer	6	1		10	3		6	2		8	2		1	0	
Subtotal, All Adjuncts	8	1	12.5	12	4	33.3	6	2	33.3	8	2	25.0	7	0	0.0
TOTALS	21	6	28.6	52	16	30.8	54	8	14.8	38	19	50.0	41	9	22.0

Academic Rank	Lehman			Medgar Evers			Queens			Richmond			York		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	4	1		0	0		10	1		0	0		0	0	
Associate	8	1		0	0		9	1		0	0		2	0	
Subtotal	12	2	16.7	0	0	0.0	19	2	10.5	0	0	0.0	2	0	0.0
Assistant	6	2	33.3	0	0	0.0	13	0	0.0	1	0	0.0	5	1	20.0
Instructor	2	0	0.0	0	0	0.0	1	1	100.0	2	0	0.0	1	1	100.0
Lecturer (Full-Time)	5	0	0.0	0	0	0.0	9	1	11.1	1	0	0.0	0	0	0.0
Lecturer (Part-Time)	1	1	100.0	0	0	0.0	1	1	100.0	1	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		2	0		0	0		0	0	
Adjunct Associate	0	0		0	0		0	0		0	0		0	0	
Adjunct Assistant	3	2		0	0		4	1		2	0		0	0	
Adjunct Lecturer	2	0		0	0		21	5		0	0		0	0	
Subtotal, All Adjuncts	5	2	40.0	0	0	0.0	27	6	22.2	2	0	0.0	0	0	0.0
TOTALS	31	7	22.6	0	0	0.0	70	11	15.7	7	0	0.0	8	2	25.0

TABLE III C-6. MATHEMATICS DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch # Total	Baruch # Women	Baruch % Women /Rank	Brooklyn # Total	Brooklyn # Women	Brooklyn % Women /Rank	City # Total	City # Women	City % Women /Rank	Hunter # Total	Hunter # Women	Hunter % Women /Rank	John Jay # Total	John Jay # Women	John Jay % Women /Rank
Professor	1	0		7	0		6	0		5	3		1	1	
Associate	1	0		6	2		15	1		4	2		0	0	
Subtotal	2	0	0.0	13	2	15.4	21	1	4.8	9	5	55.5	1	1	100.0
Assistant	8	3	37.5	18	5	27.8	26	4	15.4	14	4	28.6	6	1	16.7
Instructor	0	0	0.0	19	1	5.3	14	2	14.3	4	1	25.0	5	0	20.0
Lecturer (Full-Time)	16	2	12.5	4	1	25.0	18	5	27.8	1	0	0.0	2	1	50.0
Lecturer (Part-Time)	0	0	0.0	2	1	50.0	5	0	0.0	0	0	0.0	0	0	0.0
Adjunct Professor	1	0		0	0		0	0		0	0		0	0	
Adjunct Associate	0	0		0	0		0	0		1	1		0	0	
Adjunct Assistant	2	0		3	0		0	0		7	0		0	0	
Adjunct Lecturer	10	0		44	10		23	5		35	13		0	0	
Subtotal, All Adjuncts	13	0	0.0	47	10	21.3	23	5	21.7	43	14	32.6	0	0	0.0
TOTALS	39	5	12.8	103	20	19.4	107	17	15.9	71	24	33.8	14	3	21.4

Academic Rank	Lehman # Total	Lehman # Women	Lehman % Women /Rank	Medgar Evers # Total	Medgar Evers # Women	Medgar Evers % Women /Rank	Queens # Total	Queens # Women	Queens % Women /Rank	Richmond # Total	Richmond # Women	Richmond % Women /Rank	York # Total	York # Women	York % Women /Rank
Professor	6	0		0	0		8	0		1	0		2	0	
Associate	6	3		0	0		5	1		8	0		0	0	
Subtotal	12	3	25.0	0	0	0.0	13	1	7.7	9	0	0.0	2	0	0.0
Assistant	9	1	11.1	0	0	0.0	17	3	17.6	16	1	6.3	3	0	0.0
Instructor	0	0	0.0	0	0	0.0	12	0	0.0	0	0	0.0	7	0	0.0
Lecturer (Full-Time)	13	6	46.2	0	0	0.0	15	7	46.7	1	1	100.0	0	0	0.0
Lecturer (Part-Time)	4	1	25.0	0	0	0.0	2	2	100.0	3	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		1	0		0	0	
Adjunct Associate	1	0		0	0		1	0		1	0		0	0	
Adjunct Assistant	2	0		0	0		3	1		7	0		1	0	
Adjunct Lecturer	18	4		0	0		11	2		8	0		2	0	
Subtotal, All Adjuncts	21	4	19.0	0	0	0.0	15	3	20.0	17	0	0.0	3	0	0.0
TOTALS	59	15	25.4	0	0	0.0	74	16	21.6	46	2	4.3	15	0	0.0

TABLE III C-7. MUSIC DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch			Brooklyn			City			Hunter			John Jay		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	1	0		9	0		4	1		6	1		2	0	
Associate	0	0		7	1		2	1		1	0		3	1	
Subtotal	1	0	0.0	16	1	6.3	6	2	33.3	7	1	14.3	5	1	20.0
Assistant	0	0	0.0	20	3	15.0	9	4	44.4	8	2	25.0	9	4	44.4
Instructor	0	0	0.0	9	3	33.3	5	1	20.0	2	0	0.0	9	7	77.8
Lecturer (Full-Time)	0	0	0.0	0	0	0.0	9	4	44.4	0	0	0.0	6	3	50.0
Lecturer (Part-Time)	7	5	71.4	5	2	40.0	6	3	50.0	0	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		0	0		0	0	
Adjunct Associate	0	0		1	1		0	0		0	0		3	0	
Adjunct Assistant	0	0		9	1		0	0		9	2		3	2	
Adjunct Lecturer	3	0		12	6		9	4		7	2		6	4	
Subtotal, All Adjuncts	3	0	0.0	22	8	36.4	9	4	44.4	16	4	25.0	12	6	50.0
TOTALS	11	5	45.5	72	17	23.6	44	18	40.9	33	7	21.2	41	21	51.2

Academic Rank	Lehman			Medgar Evers			Queens			Richmond			York		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	1	0		0	0		14	0		0	0		0	0	
Associate	3	0		0	0		9	0		0	0		1	1	
Subtotal	4	0	0.0	0	0	0.0	23	0	0.0	0	0	0.0	1	1	100.0
Assistant	2	0	0.0	0	0	0.0	18	5	27.8	0	0	0.0	2	0	0.0
Instructor	1	0	0.0	0	0	0.0	3	1	33.3	0	0	0.0	0	0	0.0
Lecturer (Full-Time)	4	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	0	0	0.0	0	0	0.0	2	1	50.0	0	0	0.0	0	0	0.0
Adjunct Professor	3	1		0	0		1	0		0	0		0	0	
Adjunct Associate	0	0		0	0		3	1		0	0		0	0	
Adjunct Assistant	3	0		0	0		10	0		0	0		0	0	
Adjunct Lecturer	3	1		0	0		29	11		0	0		2	0	
Subtotal, All Adjuncts	9	2	22.2	0	0	0.0	43	12	27.9	0	0	0.0	2	0	0.0
TOTALS	20	2	10.0	0	0	0.0	89	19	21.3	0	0	0.0	5	1	20.0

TABLE III C-8. PHILOSOPHY DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch # Total	Baruch # Women	Baruch % Women /Rank	Brooklyn # Total	Brooklyn # Women	Brooklyn % Women /Rank	City # Total	City # Women	City % Women /Rank	Hunter # Total	Hunter # Women	Hunter % Women /Rank	John Jay # Total	John Jay # Women	John Jay % Women /Rank
Professor	1	0		5	0		6	0		5	1		0	0	
Associate	0	0		3	1		4	0		2	1		0	0	
Subtotal	1	0	0.0	8	1	12.5	10	0	0.0	7	2	28.6	0	0	0.0
Assistant	2	1	50.0	6	2	33.3	7	0	0.0	3	1	33.3	0	0	0.0
Instructor	0	0	0.0	3	1	33.3	0	0	0.0	3	0	0.0	0	0	0.0
Lecturer (Full-Time)	0	0	0.0	0	0	0.0	3	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	3	1	33.3	0	0	0.0	2	2	100.0	3	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		1	0		0	0	
Adjunct Associate	0	0		0	0		0	0		1	0		0	0	
Adjunct Assistant	1	0		0	0		0	0		1	0		0	0	
Adjunct Lecturer	3	1		21	3		5	0		9	3		0	0	
Subtotal, All Adjuncts	4	1	25.0	21	3	14.3	5	0	0.0	12	3	25.0	0	0	0.0
TOTALS	10	3	30.0	38	7	18.4	27	2	7.4	28	6	21.4	0	0	0.0

Academic Rank	Lehman # Total	Lehman # Women	Lehman % Women /Rank	Medgar Evers # Total	Medgar Evers # Women	Medgar Evers % Women /Rank	Queens # Total	Queens # Women	Queens % Women /Rank	Richmond # Total	Richmond # Women	Richmond % Women /Rank	York # Total	York # Women	York % Women /Rank
Professor	2	0		0	0		6	0		0	0		0	0	
Associate	1	0		0	0		5	0		0	0		0	0	
Subtotal	3	0	0.0	0	0	0.0	11	0	0.0	0	0	0.0	0	0	0.0
Assistant	7	0	0.0	0	0	0.0	8	3	37.5	0	0	0.0	3	0	0.0
Instructor	0	0	0.0	0	0	0.0	1	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Full-Time)	1	0	0.0	0	0	0.0	1	0	0.0	0	0	0.0	1	0	0.0
Lecturer (Part-Time)	2	0	0.0	0	0	0.0	2	1	50.0	0	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		0	0		0	0	
Adjunct Associate	0	0		0	0		1	1		0	0		0	0	
Adjunct Assistant	0	0		0	0		1	0		0	0		0	0	
Adjunct Lecturer	5	2		0	0		3	0		0	0		0	0	
Subtotal, All Adjuncts	5	2	40.0	0	0	0.0	5	1	20.0	0	0	0.0	0	0	0.0
TOTALS	18	2	11.1	0	0	0.0	28	5	17.9	0	0	0.0	4	0	0.0

TABLE III C-9. POLITICAL SCIENCE DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch # Total	Baruch # Women	Baruch % Women /Rank	Brooklyn # Total	Brooklyn # Women	Brooklyn % Women /Rank	City # Total	City # Women	City % Women /Rank	Hunter # Total	Hunter # Women	Hunter % Women /Rank	John Jay # Total	John Jay # Women	John Jay % Women /Rank
Professor	2	0		11	1		9	0		10	2		0	0	
Associate	0	0		4	2		3	0		5	0		0	0	
Subtotal	2	0	0.0	15	3	20.0	12	0	0.0	15	2	13.3	0	0	0.0
Assistant	5	2	40.0	9	0	0.0	8	1	12.5	3	1	33.3	0	0	0.0
Instructor	0	0	0.0	21	6	28.6	6	1	16.7	0	0	0.0	0	0	0.0
Lecturer (Full-Time)	1	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	1	0	0.0	3	0	0.0	4	0	0.0	0	0	0.0	0	0	0.0
Adjunct Professor	2	0		0	0		0	0		1	0		0	0	
Adjunct Associate	3	0		1	0		0	0		0	0		0	0	
Adjunct Assistant	2	1		0	0		1	1		3	1		0	0	
Adjunct Lecturer	4	1		7	2		6	1		5	2		0	0	
Subtotal, All Adjuncts	11	2	18.2	8	2	25.0	7	2	28.6	9	3	33.3	0	0	0.0
TOTALS	20	4	20.0	56	11	19.6	37	4	10.8	27	6	22.2	0	0	0.0

Academic Rank	Lehman # Total	Lehman # Women	Lehman % Women /Rank	Medgar Evers # Total	Medgar Evers # Women	Medgar Evers % Women /Rank	Queens # Total	Queens # Women	Queens % Women /Rank	Richmond # Total	Richmond # Women	Richmond % Women /Rank	York # Total	York # Women	York % Women /Rank
Professor	3	0		2	0		7	2		2	0		0	0	
Associate	4	0		1	0		1	0		5	1		0	0	
Subtotal	7	0	0.0	3	0	0.0	8	2	25.0	7	1	14.3	0	0	0.0
Assistant	5	2	40.0	4	0	0.0	9	2	22.2	25	8	32.0	3	0	0.0
Instructor	0	0	0.0	2	0	0.0	3	1	33.3	14	4	28.6	1	0	0.0
Lecturer (Full-Time)	2	0	0.0	2	1	50.0	3	0	0.0	2	1	50.0	1	0	0.0
Lecturer (Part-Time)	0	0	0.0	0	0	0.0	6	0	0.0	2	1	50.0	0	0	0.0
Adjunct Professor	0	0		0	0		0	0		0	0		0	0	
Adjunct Associate	0	0		0	0		3	0		5	0		0	0	
Adjunct Assistant	1	1		0	0		1	1		3	0		0	0	
Adjunct Lecturer	6	1		2	1		4	0		18	6		0	0	
Subtotal, All Adjuncts	7	2	28.6	2	1	50.0	8	1	12.5	26	6	23.1	0	0	0.0
TOTALS	21	4	19.0	13	2	15.4	37	6	16.2	76	21	27.6	5	0	0.0

TABLE III C-10. PSYCHOLOGY DEPARTMENTS AT THE SENIOR COLLEGES

Academic Rank	Baruch			Brooklyn			City			Hunter			John Jay		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	4	0		10	2		8	2		6	0		6	0	
Associate	5	0		3	0		18	5		10	2		7	0	
Subtotal	9	0	0.0	13	2	15.4	26	7	26.9	16	2	12.5	13	0	0.0
Assistant	9	2	22.2	16	3	18.8	22	4	18.2	15	2	13.3	20	4	20.0
Instructor	1	0	0.0	24	6	25.0	0	0	0.0	4	3	75.0	6	4	66.7
Lecturer (Full-Time)	0	0	0.0	5	2	40.0	2	0	0.0	0	0	0.0	0	0	0.0
Lecturer (Part-Time)	7	4	57.1	4	0	0.0	3	0	0.0	10	7	70.0	0	0	0.0
Adjunct Professor	0	0		0	0		1	0		1	1		0	0	
Adjunct Associate	4	0		0	0		1	0		1	0		0	0	
Adjunct Assistant	11	3		1	0		2	0		6	1		3	0	
Adjunct Lecturer	4	1		14	2		54	26		14	8		8	3	
Subtotal, All Adjuncts	19	4	21.1	15	2	13.3	58	26	44.8	22	10	40.9	11	3	27.3
TOTALS	45	10	22.2	77	15	19.5	111	37	33.3	67	24	35.8	50	11	22.0

Academic Rank	Lehman			Medgar Evers			Queens			Richmond			York		
	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank	# Total	# Women	% Women /Rank
Professor	4	1		0	0		13	3		0	0		0	0	
Associate	5	2		0	0		10	1		0	0		2	0	
Subtotal	9	3	33.3	0	0	0.0	23	4	17.4	0	0	0.0	2	0	0.0
Assistant	7	4	57.1	0	0	0.0	19	5	26.3	0	0	0.0	5	2	40.0
Instructor	0	0	0.0	0	0	0.0	2	2	100.0	0	0	0.0	1	1	100.0
Lecturer (Full-Time)	3	2	66.7	0	0	0.0	5	2	40.0	0	0	0.0	1	0	0.0
Lecturer (Part-Time)	0	0	0.0	0	0	0.0	9	4	44.4	0	0	0.0	0	0	0.0
Adjunct Professor	0	0		0	0		2	1		0	0		0	0	
Adjunct Associate	1	0		0	0		12	3		0	0		0	0	
Adjunct Assistant	4	1		0	0		8	1		0	0		1	0	
Adjunct Lecturer	18	3		0	0		26	5		0	0		1	1	
Subtotal, All Adjuncts	23	4	17.4	0	0	0.0	48	10	20.8	0	0	0.0	2	1	50.0
TOTALS	42	13	31.0	0	0	0.0	106	27	25.5	0	0	0.0	11	4	36.4

CHAPTER IV: WOMEN IN ACADEMIC DECISION-MAKING

The Committee determined early in its study that some analysis of the administrative activities of CUNY faculty members was necessary to an understanding of the status of women at the University. Traditionally, as males advance in rank and professional experience, they are drawn into administrative activities. The Committee's investigation was designed to determine if this was similarly true for women.

The politics of policy-making can be examined in at least two ways: important decisions (and non-decisions) can be looked at in terms of the persons influential in their passage; or the holders of positions of power can be ascertained, projecting that those persons will dominate the policy-making process. Because it was not possible to develop within the limited time available for investigation a comprehensive decision-making framework which pinpointed the exercise of power within the CUNY system, the Committee chose the latter approach. It was assumed that the degree to which women were represented among decision-making positions defined the degree to which they had access to policy-making functions in areas of faculty administration.

Although there are differences among the colleges, both individually and as groups—e.g., senior vs. community and new vs. old colleges—there are certain common areas in which faculty exercise power. Four of these are analyzed in this chapter: departmental chairpersons, departmental (or divisional) Committees on Personnel and Budget (or Committees on Appointments), College Committees on Faculty Personnel and Budget, and the University Faculty Senate.[1]

Within each college, presidents and deans make overall decisions regarding the allocation of budget and faculty lines. However, departments are the primary hiring units and therefore chairpersons and departmental P&B committees exercise considerable power. As the official head of the departmental P&B committee, chairpersons are responsible for appointments and promotion (recommendations on these are made by the departmental P&B committee), assigning faculty to committees, scheduling teaching assignments, conducting faculty evaluations, and assigning part-time appointments within the department.

Chairpersons and departmental P&B committee members are elected simultaneously every three years. Those eligible to be chairpersons must hold a tenure bearing line or be a tenured instructor. Under the BHE Bylaws, departmental P&B committees are composed of five members of the departmental faculty holding promotional titles, a majority of whom must be tenured. Both chairpersons and departmental P&B committee members are elected by a majority vote of the *tenured* members of the department's faculty and may be reelected.[2]

Official recommendations for hiring and promotion made by departmental P&B committees are forwarded by the departmental chairperson to her/his College Committee on Faculty Personnel and Budget. Under the BHE Bylaws, this committee is composed of all departmental chairpersons in the college, a dean appointed by the president, and the president.[3]

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1. The decision-making activities of non-faculty personnel such as college presidents and deans have been analyzed in Chapter II
2. The Committee was consistently assured by University officials that the right to vote in departmental elections for P&B committee members and chairpersons had been broadened to include all full-time faculty members under duly adopted college governance plans, although evidence of this extension of the franchise was not stated in the BHE Bylaws. Bylaw 9.1 states that the four members (other than the departmental chairperson who automatically serves as chairperson of her/his department's P&B committee) "shall be elected by a majority vote of those persons in the department having faculty rank." Bylaw 8.1 defines "faculty rank" as "all those persons who are employed full-time on an annual salary basis in titles on the permanent instructional staff." Bylaw 6.2 states that the "permanent instructional staff" consists of "those persons who have been granted tenure."
3. CUNY colleges less than five years old do not fall under the jurisdiction of the BHE Bylaws and therefore may have departmental and college-wide P&B committees of different sizes which have been formed by different selection processes. For example, at one new community college (LaGuardia Community College) membership on divisional P&B committees is open to all full-time faculty members; and all divisional members, except

The Committee collected data on all of the chairpersonships and College Faculty Personnel and Budget Committees at CUNY for the 1961-62 to 1971-72 academic decade.[4] Analysis of departmental Committees on Personnel and Budget focused on the CACSW s study of ten selected departments for the 1971-72 academic year.

The pattern of female representation in faculty administration described in this chapter reaffirms the findings of Chapter III: as one moves up the ranks towards these more prestigious and powerful positions, the percent representation of women decreases. University policy enfranchises only rank positions which are then used to form successive decision-making bodies. Only a small percent of the total number of women faculty at CUNY are found in these positions. This has resulted in an astonishingly constant and low percent representation of women as chairpersons and as departmental and College P&B committee members. The notable expansion of the CUNY system in the past ten years further suggests the existence of a relative fixed ceiling on female faculty administrators. A summary of these findings is presented in Table IV-1. This low percent of female representation clearly defines policy-making at CUNY as a male function. Women faculty must traverse the predominantly male decision-making bodies to receive consideration for appointment, promotion, and other perquisites of faculty position.

A. DEPARTMENTAL CHAIRPERSONS

Data on chairpersons indicates a conspicuously low female participation rate and a concentration of those few women who do serve as chairpersons in positions that reflect sex stereotypes.

In fall 1971, women were 18% of senior college chairpersons, an average of less than four per college, and 18% of community college chairpersons, an average of less than three per college. Although the participation rate of women as chairpersons ranged from 0% (Richmond College) to 31.3% (Borough of Manhattan Community and Hunter Colleges), it was below 20% at 12 of the Colleges (Baruch, Brooklyn, Bronx Community, City, John Jay, Kingsborough Community, LaGuardia Community, New York City Community, Queens, Queensborough Community, Richmond, and Staten Island Community Colleges). At no college were women more than one in three departmental chairpersons. Interestingly, the four colleges with the highest percent representation of female chairpersons (25% or more) are two traditional women's colleges (Hunter and Lehman Colleges), one of the newest CUNY colleges (Medgar Evers College), and one of the oldest community colleges (Borough of Manhattan Community College).

The fall 1971 profile of women as 18% of all chairpersons is itself the result of a slight increase in the percent of women serving in this capacity over the past decade: in the 1962-63 academic year women were less than 10% of all chairpersons (7.4% at the senior and 10.7% at the community colleges). By 1967-68, they were 16% of all chairpersons at the senior and 20.3% at the community colleges; by 1969-70 their representation had dropped to 14.2% at the senior and 17.6% at the community colleges. This data is summarized in Table IV-2. For the survey decade women constituted 15.4% of the chairpersons at the senior and 18.3% at the community colleges. Graph IV-A presents the proportion women represent as chairpersons for each of the years in the survey decade at the senior colleges.

During the Committee's 10-year survey period, women gained representation as department heads in five CUNY colleges (Bronx Community, City, John Jay, Queensborough Community, and York Colleges) where there had been only men in these positions. However, female representation remained constant or declined at eight colleges (Baruch, Borough of Manhattan Community, Hunter, Kingsborough Community, New York City Community, Queens, Richmond, and Staten Island Community Colleges). For example, at one community college (Staten Island Community College) it dropped from 42.9% to 18.8%; at one senior college (Queens College) it remained constant at 10%. Hunter College witnessed a 15%

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part-time faculty, are eligible to participate in such elections. Selection processes for departmental chairpersons may also vary among new colleges with appointment by the college president a common procedure.

4. The CACSW survey for the 1971-72 academic year is inclusive of the fall 1971 semester. At the time the Committee undertook its survey, data on the spring 1972 semester was unavailable.

TABLE IV-1. COMPARISON OF THE PRESENCE OF WOMEN IN THE FACULTY AND IN FACULTY ADMINISTRATION AT THE SENIOR AND COMMUNITY COLLEGES: FALL 1971

	Senior Colleges % Women /Total	Community Colleges % Women /Total
Total Faculty	29.9	34.5
Tenure Bearing Lines	24.9	25.3
Departmental Chairpersons	18.0	18.2
Departmental P & B Committees	18.0	18.2
College P & B Committees	18.0	20.2

SOURCE: CACSW Administrative Profile and Employment Profile

TABLE IV-2. NUMBER AND PERCENT OF DEPARTMENTAL CHAIRPERSONS AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES BY SEX: 1962-63 TO 1971-72*

Senior Colleges

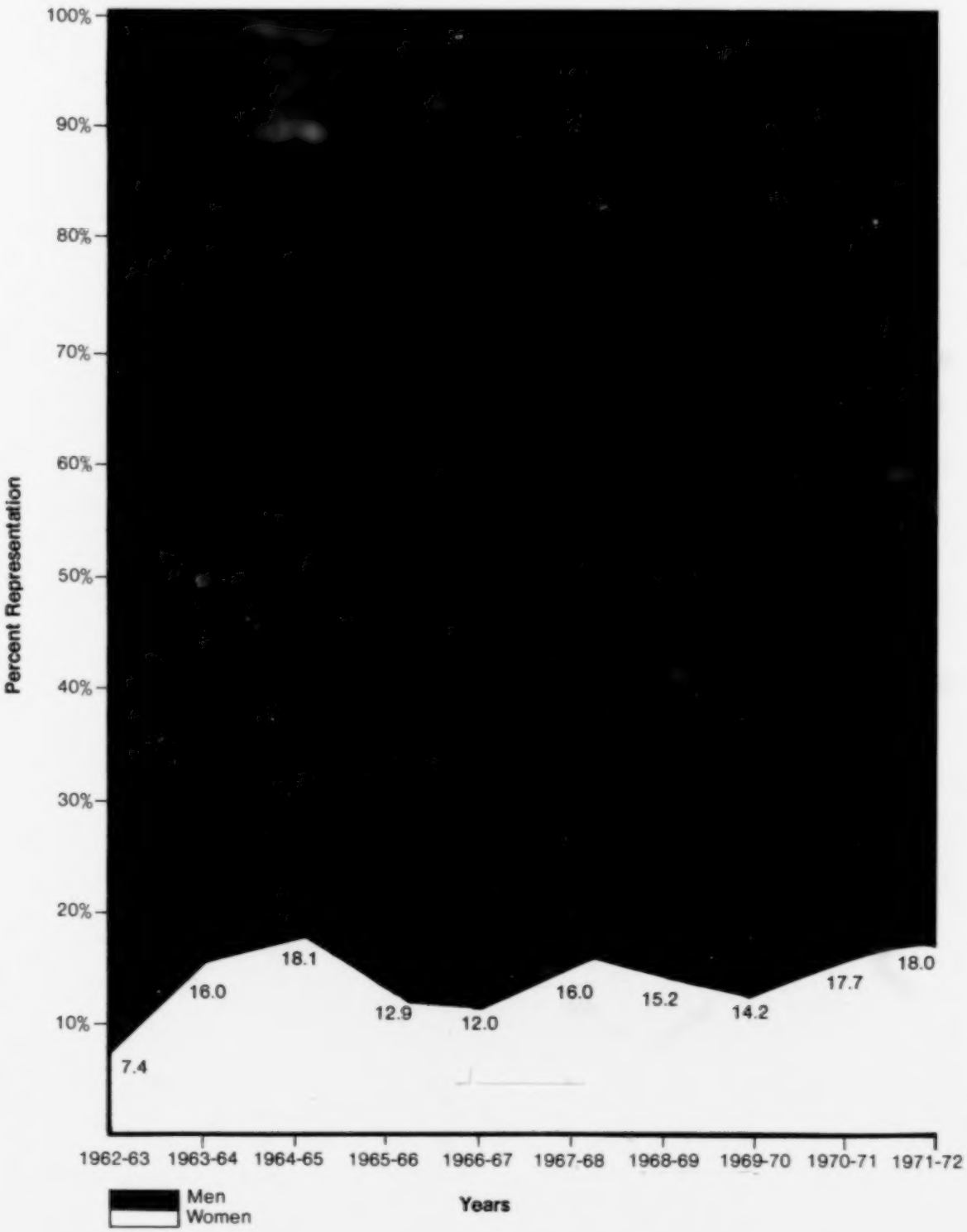
		Bch	%W	B	%W	CCNY	%W	H	%W	JJ	%W	L	%W	ME	%W	Q	%W	R	%W	Y	%W	Total	%W
1971-1972	#M	24	7.7	21	19.2	31	8.8	22	31.3	7	12.5	18	30.8	3	25.0	27	10.0	3	0.0	17	22.8	173	17.7
	#W	2		5		3		10		1		8		1		3		0		5		38	
1970-1971	#M	23	11.5	22	12.0	25	13.8	24	27.3	6	0.0	18	30.8	3	25.0	25	10.7	4	0.0	3	40.0	153	17.7
	#W	3		3		4		9		0		8		1		3		0		2		33	
1969-1970	#M	22	12.0	20	13.0	28	6.7	24	27.3	4	0.0	20	23.1			24	7.7	4	0.0	5	0.0	151	14.2
	#W	3		3		2		9		0		6				2		0		0		25	
1968-1969	#M	20	13.0	20	9.1	27	6.9	20	33.3	4	0.0	16	27.3			24	7.7	4	0.0	5	0.0	140	15.2
	#W	3		2		2		10		0		6				2		0		0		25	
1967-1968	#M			18	14.3	27	6.9	15	34.8	4	0.0					20	16.7	3	0.0	2	0.0	89	16.0
	#W			3		2		8		0						4		0		0		17	
1966-1967	#M			20	9.0	28	3.5	19	29.6	4	0.0					22	8.3	2	0.0			95	12.0
	#W			2		1		8		0						2		0				13	
1965-1966	#M			20	9.0	28	3.5	16	33.3	4	0.0					20	9.0					88	12.9
	#W			2		1		8		0						2						13	
1964-1965	#M			20	9.0	24	4.0	13	48.0							20	9.0					77	18.1
	#W			2		1		12								2						17	
1963-1964	#M			20	4.8	26	0.0	14	46.2							19	9.5					79	16.0
	#W			1		0		12								2						15	
1962-1963	#M			18	14.3	26	0.0	**								19	9.5					63	7.4
	#W			3		0		**								2						5	
TOTAL																						1108	15.4
																						201	

TABLE IV-2. (continued)
Community Colleges

	BMC		BxC		KC		LaGC		NYCC		QC		SIC			
		%W		%W		%W		%W		%W		%W		%W	Total	%W
1971-1972	#M 11 #W 5	31.3	14 2	12.5	11 2	15.4	6 1	14.3	17 5	22.7	18 3	14.3	13 3	18.8	90 21	18.9
1970-1971	#M 10 #W 5	33.3	14 2	12.5	9 2	18.2	4 1	20.0	17 5	22.7	19 2	9.5	13 2	13.3	86 19	18.1
1969-1970	#M 10 #W 4	28.6	13 2	13.3	15 2	11.8			16 5	23.8	18 3	14.3	12 2	14.3	84 18	17.6
1968-1969	#M 8 #W 6	42.9	11 1	8.3	5 1	16.7			16 4	20.0	18 2	10.0	8 3	27.3	66 17	20.5
1967-1968	#M 9 #W 6	40.0	11 1	8.3	5 1	16.7			17 3	15.0	14 2	12.5	7 3	30.0	63 16	20.3
1966-1967	#M 7 #W 5	41.7	11 1	8.3	5 1	16.7			17 2	10.5	12 2	14.3	7 3	30.0	59 14	19.2
1965-1966	#M 5 #W 5	50.0	11 1	8.3	5 1	16.7			15 3	16.7	10 2	16.7	7 2	22.2	53 14	20.9
1964-1965	#M 5 #W 2	28.6	10 0	0.0					13 4	23.5	11 0	0.0	7 2	22.2	46 8	14.8
1963-1964	#M #W		10 0	0.0					13 4	23.5	12 0	0.0	5 3	37.5	40 7	14.9
1962-1963	#M #W		10 0	0.0							11 0	0.0	4 3	42.9	25 3	10.7
TOTAL															612 137	18.3

*Hostos Community College was omitted because its P & B Committees were not functioning by departments.
**No data received.
SOURCE: CACSW Administrative Profile

GRAPH IV-A. PERCENT OF DEPARTMENTAL CHAIRPERSONS AT THE SENIOR COLLEGES BY SEX: 1962-1972



drop in the proportion of women as chairpersons since becoming coeducational in 1964.[5] Richmond College has never had a woman chairperson.

The Committee postulated that within a non-discriminatory environment women and men would comprise a proportion of chairpersonships equal to their presence in the upper ranks. By constructing an availability pool of the women in tenure bearing lines at the individual colleges, the CACSW was able to compare the percent of women as chairpersons to the percent of women eligible to serve.

As shown in Table IV-3, the percent of available women is higher than the percent of women found as chairpersons, with one exception (Lehman College). In over half (11) of the colleges (Baruch, Brooklyn, City, Hunter, John Jay, Kingsborough Community, Queens, Queensborough Community, Richmond, Staten Island Community and York Colleges) the percent of women chairpersons ranges from one-third to three-fourths of the percent of eligible women.[6] The largest discrepancies are at two senior (Queens and Richmond Colleges) and two community (Kingsborough and Queensborough Community Colleges) colleges. At Queensborough Community College, for example, women comprise 31% of the upper ranked faculty but hold 14.3% of the chairpersonships. None of the department heads at Richmond College are female, as already noted, although women comprise 21% of the upper ranked faculty.

Table IV-4 shows that women are also underrepresented as executive officers at the Graduate School and University Center.[7] In fact, the percent of women serving in this capacity has declined from a high of 7.1% in the Graduate School's opening year (1965-66) to 0% in the last two academic years (1970-71 and 1971-72). This decline has occurred despite the fact that the number of doctoral programs doubled.

An historic survey (1961-62 to 1971-72) of the participation of women as departmental chairpersons reveals sex stereotyping.[8] Although their participation rate was not consistently related to their proportion as faculty in a given discipline, when women did serve in those positions they were more likely to do so in fields where either the student body or the faculty members were almost exclusively female. Women administered health science (e.g., nursing) departments a comparatively greater number of years than any other major subject areas as shown in Table IV-5. In addition, the few women who did serve as chairpersons were most likely to be in language, business technology (e.g., secretarial science), natural science, and arts and humanities departments. They were less often found heading social science and education departments.[9]

B. FACULTY COMMITTEES

CACSW research indicates that when women are present within a department, they are generally found on most faculty committees. However, they are less likely to be represented on key policy-making committees, such as search committees, as the following two examples demonstrate.

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5. The rapid introduction of males as departmental chairpersons at Hunter College indicates that a formerly all-female college can adjust its staff to more nearly reflect the available employment pool for each sex. This suggests that formerly all-male colleges (such as City College where a remarkably low proportion of women have served as chairpersons) should not find it difficult to comply with affirmative action requirements for the hiring of women.
6. This utilization analysis should in no way be taken as an endorsement by the CACSW of the present participation rate of women in the upper ranked faculty, or the total faculty. Tenured instructors are not included in the calculations of Table IV-3, although they are eligible to serve as department chairpersons. CUNY data on instructors is collected without making distinctions between tenured and untenured instructors thus making impossible the exact computation of eligibility. Inclusion of tenured instructors would however increase the eligibility pool for women and thus make even more disparate the comparisons presented in this table.
7. Each doctoral program at the Graduate School and University Center has an executive officer who functions as departmental chairperson. The executive officer is appointed by the president of the Graduate School and serves a renewable three year term of office.
8. The major subject areas in which women at CUNY held chairpersonships were determined by counting the number of academic years in which women held these positions during a 10-year survey period.
9. In the discipline of education where there is a high percent representation of women, they appear less frequently as chairpersons than their presence in the upper ranks would suggest while in the natural sciences the inverse

TABLE IV-3. COMPARISON OF WOMEN AS A PROPORTION OF THOSE AVAILABLE WITHIN CUNY WITH ACTUAL PROPORTION OF WOMEN CHAIRPERSONS: FALL 1971

College	Women as % of Tenure Bearing Lines	Women as % of Chairpersons
Baruch	15.5	7.7
Brooklyn	28.0	19.2
City	17.1	8.8
Hunter	37.9	31.3
John Jay	22.0	12.5
Lehman	27.2	30.8
Medgar Evers	26.7	25.0
Queens	24.5	10.0
Richmond	21.1	0.0
York	29.1	22.8
Borough of Manhattan	34.3	31.3
Bronx	14.7	12.5
Hostos	15.1	*
Kingsborough	27.1	15.4
LaGuardia	15.8	14.3
New York City	23.1	19.1
Queensborough	31.0	14.3
Staten Island	24.6	18.8

*no comparable data

SOURCE: CACSW Administrative Profile

TABLE IV-4. UNIVERSITY GRADUATE DIVISION: EXECUTIVE OFFICERS BY SEX: FALL 1971

Year	# Doctoral Programs	#Men	%Men	#Women	%Women
1971-1972	27	27	100.0	0	0.0
1970-1971	25	25	100.0	0	0.0
1969-1970	25	24	96.0	1	4.0
1968-1969	23	22	95.7	1	4.3
1967-1968	20	19	95.0	1	5.0
1966-1967	17	16	94.1	1	5.9
1965-1966	14	13	92.9	1	7.1

SOURCE: CACSW Administrative Profile

TABLE IV-5. DISTRIBUTION OF NUMBER OF ACADEMIC YEARS OF WOMEN AS DEPARTMENTAL CHAIRPERSONS BY FIELD AND TYPE OF COLLEGE: 1961-62 TO 1971-72*

Discipline	Type of College: Senior Colleges # Years	Community Colleges # Years	Total # Years
Arts and Humanities	21	15	36
Speech and Theater	1		
Classical and Contemporary Lit.	4		
Classics	9		
Speech and Drama	4		
Humanities	3		
English		2	
English and Speech		1	
Art		4	
Language Arts		8	
Business Technology	9	35	44
Business Education	9		
Accounting		6	
Hotel Technology		3	
Business Technology		7	
Secretarial Science		17	
Business		2	
Education	9	1	10
Education	3		
Elementary Education	4		
Teacher Preparation	1		
Reading	1		
Child Care		1	
Government	11	3	14
Puerto Rican Studies	6		
Black and Puerto Rican Studies	3		
Government, History & Economics	1		
Urban Studies	1		
Black Studies		2	
History and Political Science		1	
Health Science	16	57	73
Physiology, Health & Hygiene	1		
History of Health Science	1		
Nursing	14		
Health Technology		6	
Nursing		35	
Dental Hygiene		6	
Health Care		3	
Medical Executive Secretary		3	
Medical Laboratory Technician		3	
Radiological Technician		1	
Home Economics	17	0	17
Home Economics	13		
Family and Consumer Affairs	4		
Languages	34	10	44
German & Slavic Languages	11		
Romance Languages	14		
Classical and Hebrew Languages	8		
Spanish and Italian Languages	1		
Classical and Modern Languages		2	
Modern Languages		8	

TABLE IV-5 (continued)

	Senior Colleges # Years		Community Colleges # Years	Total # Years
Library	2		0	2
Library Science	1			
Library	1			
Natural Sciences	25		18	43
Mathematics	6	Mathematics	8	
Biology	2	Biology	9	
Geology and Geography	12	Physical Science	1	
Chemistry	3			
Natural Science and Mathematics	2			
Physical Education	19		3	22
Physical Education	9	Health and Physical Education	10	
Social Sciences	27		3	30
Sociology and Anthropology	2	Social Science	3	
Anthropology	6			
Sociology	2			
Economics	6			
History	11			
Student Personnel	3		5	8
Counseling and Development	3	Student Personnel	5	
GRAND TOTAL, YEARS	193		150	343

SOURCE: CACSW Administrative Profile

Departmental Committees on Personnel and Budget[10]

A fall 1971 profile of P&B committees among departments in the CACSW's ten selected disciplines shows that women comprise the same proportion of these departmental committees as they do departmental chairpersonships: 18% of the senior college and 18.2% of the community college P&B committee memberships. Of the total number of 96 P&B committees that reported to the CACSW, roughly one-third (32%) had no female representation. Another one-third (35%) had one female member; of the remaining one-third, only eight had a majority of women.

Table IV-6 charts the sexual composition of the 52 senior college P&B committees which sent data to the CACSW. It shows disproportionate concentrations of women and men faculty to be the standard pattern of P&B committee composition. Men are a majority, being at least three of the five members, on 86% of the committees. Nearly 70% of the committees have either four or five male members: this occurs in eight committees at Brooklyn, Baruch, and Queens Colleges, in seven at City and Lehman Colleges, in five at Hunter College, and in three at John Jay College. In only six committees of the entire senior college sample are women a majority, holding three of five memberships; none of the committees have more than 60% female representation. The committees with a majority of female members are at Brooklyn (1), Hunter (4), and John Jay (1) Colleges.

As previously indicated, departmental P&B committees at the newer CUNY colleges, which do not as yet come under the jurisdiction of the BHE Bylaws may vary in size from the required five members. In general they are larger, ranging up to nine members. A total of 11 departmental P&B committees reported to the CACSW from among the three newest senior colleges (Medgar Evers, Richmond, and York Colleges). Overall, women constitute 30.1% of the total membership of these committees, a proportion roughly equal to their representation in the senior college faculty. With the exception of one committee (the science and engineering divisional P&B committee at Richmond College), women are present on all of these P&Bs; however, their representation rarely equals or surpasses that of men. Women formed half of the membership of two of these 11 P&B committees (the humanities P&B at Medgar Evers College and the social science P&B at York College) and the majority of the members of only one divisional P&B committee (teacher preparation at York College).[11]

Among community college P&B committees, the dispersement of women is more disproportionate than that found among the senior colleges. Men form a majority on 30 of 31 P&Bs reporting to the CACSW: ten, or one-third (32.3%), have no female members; 13 have only one female member; and seven have two female members. Only one committee (psychology-sociology-philosophy P&B at Staten Island Community College) in the entire community college sample (3.2%) has a majority of female members, being composed of three women and two men. There are no appreciable divergencies among the individual colleges from this overall pattern, as can be seen in Table IV-7.

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relationship exists: women are more frequently found as department heads than their presence in the tenure bearing lines would suggest.

10. The data for this section was gathered from the departments at the individual colleges. A questionnaire was sent to every departmental chairperson in the CACSW's Employment Profile survey soliciting the full names and years of service of the members of the department's P&B committee for nearly two decades. The rate of response to this study was roughly 70%, the lowest of all the Committee's studies, with several departmental chairpersons refusing to give information on their P&B committee to the CACSW. One letter from a department chairperson at a senior college to the Committee's project director is quoted in part to illustrate the nature of the refusals:

> ...your question about P&B structure, an elected group of only four persons, goes to the heart of our faculty self-governance. In view of this small sampling, we deny that the structures of such committees should reflect anything except the judgments, in secret ballot, of the peer group which elected them...

11. The Committee is, of course, unable to predict whether the more proportional profile of representation for women which occurs among the P&Bs at the newer colleges will persist after the colleges fall under the operating guidelines of the Board of Higher Education Bylaws.

TABLE IV-6. MEMBERSHIP ON DEPARTMENTAL COMMITTEES ON PERSONNEL AND BUDGET AT THE INDIVIDUAL SENIOR COLLEGES BY SEX: FALL 1971*

College	#M#W 5 0	#M#W 4 1	#M#W 3 2	#M#W 2 3	#M#W 1 4	#M#W 0 5	Missing/ Uncodeable Data
Baruch	5	2	1				Biology, Political Science
Brooklyn	4	4		1			Business
City	5	1	1				Bus., Psych., Ed.
Hunter		1	4	4			
John Jay		2	1	1			Ed., Music, Bus.
Lehman		4	3				Music, Phil., Bus.
Queens	4	4					Mathematics
TOTAL #	18	18	10	6	0	0	

*Only P & B committees formed in accordance with BHE Bylaw requirements are charted.

SOURCE: CACSW Administrative Profile

TABLE IV-7. MEMBERSHIP ON DEPARTMENTAL COMMITTEES ON PERSONNEL AND BUDGET AT THE INDIVIDUAL COMMUNITY COLLEGES BY SEX: FALL 1971*

College	#M#W 5 0	#M#W 4 1	#M#W 3 2	#M#W 2 3	#M#W 1 4	#M#W 0 5
Borough of Manhattan	1		2			
Bronx	3	1				
Hostos	1		2			
Kingsborough	2	2	2			
New York City	2	4				
Queensborough		3	1			
Staten Island	1	3		1		
TOTAL #	10	13	7	1	0	0

*LaGuardia data not applicable

SOURCE: CACSW Administrative Profile

Approaching departmental P&B committees by discipline provides further evidence of the pattern of male-dominance. Only in the discipline of education do women outnumber men, the mode being two men and three women. In English, a discipline with a high percent of women faculty members, the average departmental P&B committee membership is four men and one woman. The lowest representation of women, a mode of four or five men and no women, appears repeatedly among departments of history, mathematics, political science, biology, psychology, and philosophy.[12]

College Committees on Faculty Personnel and Budget[13]

College P&B committees vary widely in size. However, overall women are 18% of all senior and 16.8% of all community college P&B committee memberships combined in fall 1971. Among the individual colleges, the range was from 0% (Baruch College) to 33.3% (York College). Women constitute 10% or less of the P&B committee members at four colleges (Bronx Community, City, Medgar Evers, and Queens Colleges) and reach a maximum percent representation of approximately 30% at four colleges (Borough of Manhattan Community, Hunter, Lehman, and York Colleges). Historically, women average less than 15% of the members of these committees (14.3% at the senior and 14.9% at the community colleges), as demonstrated in Table IV-8 and Graph IV-B.

Notable among the individual college P&Bs are the following: Baruch College has not had a woman on its college P&B since it attained independent status in 1968-69. At Queens College there has been virtually no change in the percent representation of women members during the survey period. At Hunter College the proportion of women on the college P&B has declined nearly 13% in the eight years since the college became coeducational. The proportion of women has also declined at Staten Island Community College, from 30% in 1962-63 to 16.7% in the fall of 1971. Since its founding, Borough of Manhattan Community College has consistently had the highest percent representation of women on college P&B committees of all the CUNY colleges.

C. UNIVERSITY FACULTY SENATE

The University Faculty Senate (UFS) provides another example of the exclusion of women from faculty decision-making activities. This relatively new body, formed in 1968, "constitutes the principal decision-making body within the structure of the University with regard to those areas of activity in which the faculty has the primary responsibility." Functioning primarily as a pressure group, the Senate presents its views and recommendations to the BHE, Chancellor, Vice Chancellors, and the college presidents. While the UFS Charter guarantees participation in such areas as economic status of the faculty, allocation of University resources, and public relations, in practice its concerns have focused on open admissions, University governance, student course and teacher evaluations, and the operation of the CUNY Research Foundation.

All faculty are eligible to vote for and serve on the UFS, and total membership varies according to the size of the CUNY faculty. In 1971-72, 150 senators were elected from among the total CUNY faculty with one senator elected to represent each 100 full-time faculty at a given college and an additional

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12. Two exceptions to this mode may be noted. The divisional P&B committee in government, history, and economics at John Jay College has a membership of three women and two men. The departmental P&B committee in mathematics at Hunter College also has a membership of three women and two men.
13. As pointed out earlier, college P&B committees are composed of all departmental chairpersons plus the college president and a presidential designee (a dean). However, for a variety of reasons, the majority of these committees are not composed according to the Board of Higher Education provisions. Newer colleges are not yet subject to the BHE Bylaws. Some colleges, operating under new governance plans which supersede the BHE Bylaws, structure college-wide P&B committees differently from the Bylaw requirements. Other colleges have requested and received a waiver of the BHE Bylaws in this area to operate their own system. Thus, direct comparability cannot be made between the total number of departmental chairpersons at an individual college and the size of its college-wide P&B committee.

TABLE IV-8. MEMBERSHIP ON COLLEGE COMMITTEES ON FACULTY PERSONNEL AND BUDGET AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES BY SEX: 1962-63 TO 1971-72*

Senior Colleges

		Bch	%W	B	%W	CCNY	%W	H	%W	JJ	%W	L	%W	ME	%W	Q	%W	R	%W	Y	%W	Total	%W
1971-1972	#M	13	0.0	29	19.4	35	7.9	31	30.2	12	14.2	21	27.6	11	8.3	31	8.9	14	17.7	12	33.3	209	18.0
	#W	0		7		3		13		2		8		1		3		3		6		46	
1970-1971	#M	12	0.0	30	11.8	29	12.1	30	28.6	11	8.3	21	27.6	7	12.5	30	9.0	10	28.6	8	27.2	188	17.5
	#W	0		4		4		12		1		8		1		3		4		3		40	
1969-1970	#M	11	0.0	28	9.7	32	5.9	28	31.8	9	0.0	24	17.2			30	6.2	10	16.7	6	0.0	178	13.2
	#W	0		3		2		13		0		5				2		2		0		27	
1968-1969	#M	10	0.0	30	6.2	31	6.0	28	26.3	9	0.0	19	24.0			29	9.3	12	7.7	10	0.0	178	11.9
	#W	0		2		2		10		0		6				3		1		0		24	
1967-1968	#M			27	10.0	31	6.0	25	30.6	9	0.0					24	17.2	12	7.7	10	0.0	138	13.8
	#W			3		2		11		0						5		1		0		22	
1966-1967	#M			27	6.9	32	3.3	26	29.8	8	0.0					25	7.4					118	11.9
	#W			2		1		11		0						2						16	
1965-1966	#M			27	6.9	32	3.3	24	33.3	7	0.0					25	7.4					115	12.9
	#W			2		1		12		0						2						17	
1964-1965	#M			27	6.9	28	3.4	20	42.8							24	7.7					99	16.8
	#W			2		1		15								2						20	
1963-1964	#M			27	3.6	30	0.0	21	41.7							25	7.4					103	14.9
	#W			1		0		15								2						18	
1962-1953	#M			24	11.1	30	0.0									23	8.0					77	6.1
	#W			3		0										2						5	
TOTAL																						1403	14.3
																						235	

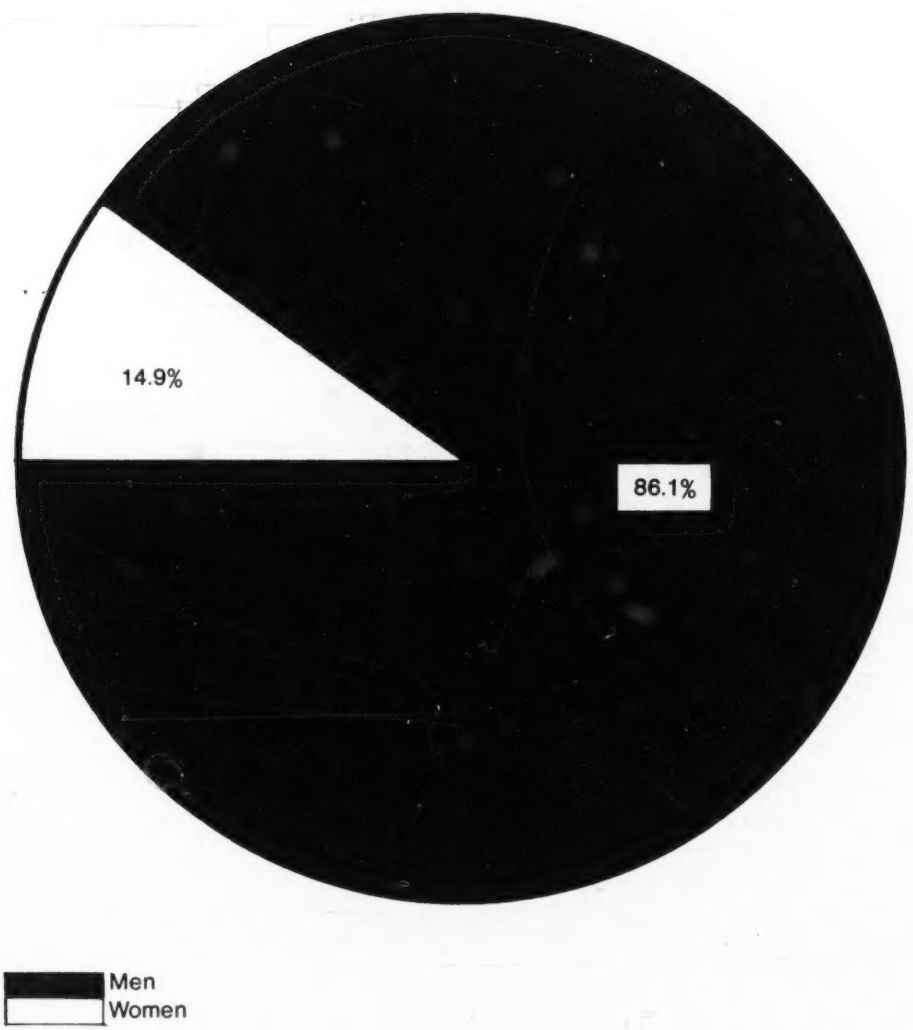
TABLE IV-8 (continued)

Community Colleges	BMC	%W	BxC	%W	KC	%W	LaGC	%W	NYCC	%W	QC	%W	SIC	%W	Total	%W
1971-1972	#M 13 #W 5	27.8	18 2	10.0	13 2	13.3	8 1	11.1	24 6	20.0	18 3	14.3	15 3	16.7	109 22	16.8
1970-1971	#M 13 #W 5	27.8	18 2	10.0	12 2	14.3	8 1	11.1	25 5	16.7	19 2	9.5	15 3	16.7	110 20	15.4
1969-1970	#M 15 #W 4	21.0	18 2	10.0	16 2	11.1			26 4	13.3	18 3	14.3	15 2	11.8	108 17	13.6
1968-1969	#M 12 #W 6	33.3	15 1	6.3	8 1	11.1			21 3	12.5	18 2	10.0	11 3	21.4	85 16	15.8
1967-1968	#M 12 #W 6	33.3	15 1	6.3	6 1	14.3			23 3	11.5	14 2	12.5	11 3	21.4	81 16	16.5
1966-1967	#M 11 #W 5	31.3	15 1	6.3	9 1	10.0			24 2	7.7	12 2	14.3	11 3	21.4	82 14	14.6
1965-1966	#M 9 #W 4	30.8	15 1	6.3	6 1	14.3			20 4	16.7	10 2	16.7	11 2	15.4	71 14	16.5
1964-1965	#M 9 #W 2	18.2	13 0	0.0					19 5	20.8	11 0	0.0	11 2	15.4	63 9	12.5
1963-1964	#M #W		13 0	0.0					18 5	21.7	12 0	0.0	7 2	22.2	50 7	12.3
1962-1963	#M #W		13 0	0.0							11 0	0.0	7 3	30.0	31 3	8.8
TOTAL															790 138	14.9

*Hostos Community College was omitted because its P & B Committees were not functioning by departments.

SOURCE: CACSW Administrative Profile

GRAPH IV-B. AVERAGE PERCENT REPRESENTATION OF WOMEN AND MEN ON COLLEGE PERSONNEL AND BUDGET COMMITTEES AT THE COMMUNITY COLLEGES: 1962-63 TO 1971-72



one representative elected at each college employing at least 100 part-time faculty. Elections are held annually and senators serve terms of three years.

Data on UFS membership suggests that women are not often considered by their peers to be capable of functioning in these administrative positions. Although the total CUNY faculty is enfranchised, few women are elected to the Senate: during the 1971-72 academic year, women were only 16 (11%) of 150 members. No doubt, this is in large part due to the fact that the UFS is perceived by CUNY faculty members as an upper-rank faculty body: approximately 50% of the UFS are associate or full professors. This immediately excludes the majority of women faculty who are found in the lower rank titles.

The UFS operates through a number of committees, with a majority of committee members elected after being nominated by the chairperson with the approval of the Senate's executive committee. Somewhat surprisingly, women constitute three of ten members of the Executive Committee. However, female representation on other significant committees is slight, as shown in Table IV-9.

TABLE IV-9. MEMBERSHIP ON SELECTED STANDING COMMITTEES OF THE UNIVERSITY FACULTY SENATE BY SEX: 1971-72

Committee	Members		Chairperson		Vice Chairperson	
	#W	#M	#W	#M	#W	#M
Academic Freedom and Responsibility	2	11	0	1	0	1
Faculty Interests	2	11	0	1	0	1
Graduate Affairs	0	7	0	1	0	1
School of General Studies	1	9	0	1	0	1
Library	1	4	1	0	0	1

SOURCE: University Faculty Senate Office

CHAPTER V: CUNY AS AN EDUCATIONAL ENVIRONMENT FOR WOMEN STUDENTS

In order to analyze CUNY as an educational environment for women students, the CACSW conducted a number of investigations of the 1971-72 student body. These examined such areas as enrollment patterns of women and men, student choice of major field, counseling services, and access to financial aid.

A. OVERVIEW

In the 1971-72 academic year, CUNY enrolled approximately 230,000 students: 200,000 undergraduates and 30,000 graduate students, including roughly 19,000 M.A. matriculants and 2,350 Ph.D. matriculants.

Since September 1970, CUNY has been an Open Admissions university: undergraduate admission to one of the CUNY colleges is guaranteed to every New York City resident who receives a high school diploma. These students enroll in one of three degree programs: 1) transfer, 2) career (including paraprofessional), or 3) academic.

Students at CUNY community colleges who plan to continue their studies at four-year colleges are enrolled in transfer programs which usually lead to an Associate in Arts (A.A.) or Associate in Sciences (A.S.) degree. Those who intend to enter the labor force after two years of study are enrolled in career programs leading to the Associate in Applied Science (A.A.S.) degree. Para-professional programs leading to the associate degree are also offered at certain community colleges for adults who hold entry-level jobs with New York City agencies (primarily as teaching assistants in the public schools) and wish to qualify for more responsible positions.

Students at CUNY senior colleges are enrolled in a variety of academic programs which, in most cases, lead to the traditional Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degrees. There are also several specialized programs leading to degrees such as the Bachelor of Business Administration (B.B.A.), the Bachelor of Engineering (B.E.), and the Bachelor of Fine Arts (B.F.A.). Graduate students are enrolled in study leading to the Master of Arts (M.A.), Doctor of Philosophy (Ph.D.), Advanced Certificate in Education (A.C.E.), or Graduate Certificate in Museum Administration (G.C.M.A.).

Within these broad degree program categories, CUNY offers over 70 major programs of study, ranging from the liberal arts to various technical and human service fields. Individuals may enroll in these programs as day or evening session, matriculant or non-matriculant, and full- or part-time students. No tuition is charged to matriculated undergraduates who are New York City residents, but non-matriculated undergraduates and graduate students must pay tuition.

Supportive services and financial aid to meet undergraduate educational expenses (e.g., textbooks and transportation) are provided by state and University grants, loans, and several special programs including Search for Education, Elevation, and Knowledge (SEEK) at the senior colleges, College Discovery (CD) at the community colleges, and work-study programs. At the graduate level, financial aid is available from CUNY and from outside agencies through a program of fellowships, scholarships, traineeships, and assistantships. CUNY awards include University fellowships, teaching appointments, college and research assistantships, and tuition and fee grants. External awards come from, among other places, the National Institute or Mental Health, National Science Foundation, and the New York State Scholar Incentive program.

B. ENROLLMENT PATTERNS

Table V-1 indicates that, on a University-wide basis, approximately half of the senior (51.3%) and community (50.3%) college 1971-72 undergraduate enrollees were women. The table also gives an enrollment breakdown by sex for the individual colleges. Eleven colleges show student enrollments fairly evenly divided by sex (Borough of Manhattan Community, Brooklyn, Bronx Community, Kingsborough Community, Lehman, New York City Community, Queens, Queensborough Community, Richmond, Staten

TABLE V-1. STUDENT ENROLLMENT AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES BY SEX: FALL 1971*

	Fall 1971				Spring 1972			
	Total	#Men	#Women	%Women	Total	#Men	#Women	%Women
Senior Colleges								
Baruch	12,251	9,639	2,612	21.3	12,407	9,607	2,800	22.6
Brooklyn	29,509	13,404	16,105	54.6	29,315	13,239	16,076	54.8
City	21,129	13,230	7,899	37.4	19,955	12,411	7,544	37.8
Medgar Evers	1,080	350	730	67.6	1,193	338	855	71.7
Hunter	23,465	6,297	17,168	73.2	22,813	6,119	16,694	73.2
John Jay	5,554	4,976	578	10.4	5,864	5,231	633	10.8
Lehman	13,091	5,365	7,726	59.0	13,230	5,334	7,896	59.7
Queens	27,075	11,527	15,548	57.4	26,664	11,366	15,298	57.4
Richmond	3,133	1,536	1,597	51.0	3,388	1,668	1,720	50.8
York	2,707	1,440	1,267	46.8	2,608	2,707	1,357	52.0
Subtotal	138,994	67,764	71,230	51.3	137,437	66,670	70,767	51.5
Community Colleges								
Borough of Man.	9,516	4,302	5,214	54.8	9,071	3,959	5,112	56.4
Bronx	11,756	5,162	6,594	56.1	11,181	4,691	6,490	58.1
Hostos	1,107	416	691	62.4	1,010	380	630	62.4
Kingsborough	7,058	3,430	3,628	51.4	6,929	3,255	3,674	53.0
LaGuardia	672	227	445	66.2	762	273	489	64.2
New York City	15,233	8,568	6,665	43.8	15,721	8,524	7,197	45.8
Queensborough	12,813	6,957	5,856	45.7	11,861	6,216	5,645	47.6
Staten Island	8,559	5,028	3,531	41.3	8,045	4,792	3,253	40.4
Subtotal	66,714	34,090	32,624	48.9	64,580	32,090	32,490	50.3
TOTAL	205,708	101,854	103,854	50.5	202,017	98,760	103,257	51.1

*Excludes Non-Credit Enrollment, Adult Education, Mt. Sinai School of Medicine, and University Doctoral Programs

SOURCE: Form A, Office of Data Collection and Evaluation

Island Community, and York Colleges); the remaining colleges show skewed enrollments. Three senior colleges have less than 40% female student enrollees: Baruch and John Jay Colleges continue to reflect the predominately male reputation they earned as schools of business administration and criminal justice; City College similarly reflects its all-male history. No community colleges had student enrollments of less than 40% women for fall 1971. Four colleges had female student enrollments in excess of 60%: Hunter College retains its tradition as a women's college; Medgar Evers, Hostos Community, and LaGuardia Community Colleges are new colleges offering programs of study in fields traditionally populated by women.

In the 1971-72 academic year approximately 40% of CUNY graduate students were women; of these, 70% were enrolled in M.A. programs and 30% were enrolled in Ph.D. programs. The doctorate degree figure represents a 5.3% increase in female enrollment since the Graduate School and University Center was created in 1965, as shown in Table V-2.

Current admission procedures do not appear to discriminate against undergraduate women. Although they are slightly less likely than men to apply, women are accepted in proportions relatively equal to their application rates and relatively equal to the acceptance rates of men.[1] Table V-4 indicates that women applying to doctoral programs at CUNY are generally accepted in proportions equal to their rate of application.

Typically undergraduate students at CUNY enroll in the fall as full-time day session matriculants. Tables V-5A, V-5B, V-6, V-7, and V-8 suggest that this pattern may be less true for women students than for men. As Tables V-5A and V-5B show, women formed a larger percentage of the spring than of the fall enrollments for 1971 and 1972 at both the senior and community colleges; this pattern existed among all classifications of students for both the day and evening sessions. There is also evidence that women are more likely to be part-time students than are men, particularly in the career and transfer programs at the community colleges and in the M.A. programs. This is shown in Tables V-6 and V-7.

Women constituted at least a majority of the SEEK and College Discovery enrollments, as demonstrated in Table V-5B. Table V-8 shows that with only two exceptions (John Jay and New York City Community Colleges) women comprised more than half of all "previous graduates," those students who have interrupted their education between high school graduation and college admission.[2]

These findings suggest that the circumstances of women's lives require that their enrollment patterns differ from those of men. The irregular enrollment categories in which women are found (e.g., part-time, evening session) typically have lesser status within higher educational institutions, thereby suggesting differences in the status of women and men students at CUNY.

C. MAJOR FIELDS

The enrollment patterns previously discussed suggest that women experience the CUNY system differently from men. In order to further examine those aspects of the University's educational environment

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1. Current admissions procedures are as follows: all undergraduate applicants to CUNY list, in order of preference, six colleges. Admissions officials indicate that student preferences are usually associated with the location of the college (all CUNY colleges are non-residential), the majors offered (not every college offers every major), and the reputation of the college. Applicants are placed in one of ten ranked groups based on their high school grade-point average or rank in class, whichever is higher. They are granted admission to the college for which their ranking qualifies them, with higher scores needed to gain entrance to the senior colleges than to the community colleges.
In the past, certain CUNY colleges did maintain admission standards which required higher minimum high school grade-point averages of women than of men. This is shown in Table V-3.
2. Women students of two generations appear to enroll at CUNY: teen-agers who enter college directly from high school and older women who enter several years after leaving high school. The latter often enroll in career programs, especially the para-professional programs, at the community colleges.

TABLE V-2. FULL-TIME AND PART-TIME PH.D. DEGREE ENROLLMENT BY SEX: FALL 1964 TO FALL 1971

Year	Full-Time			Part-Time			Total	
	#W	%W	Total#	#W	%W	Total#	%W	Total#
1971-1972	668	41.7	1,600	276	38.1	725	944	40.6	2,325
1970-1971	590	40.0	1,473	165	36.5	452	755	39.2	1,925
1969-1970	481	40.4	1,192	147	32.8	448	628	38.3	1,640
1968-1969	410	36.4	1,127	105	33.4	314	515	35.7	1,441
1967-1968	318	32.5	979	79	36.4	217	397	33.2	1,196
1966-1967	176	28.7	613	111	37.9	293	287	31.7	906
1965-1966	136	34.1	399	84	35.7	235	220	34.6	633
1964-1965	56	28.9	194	84	41.4	203	140	35.3	397

SOURCE: Form A, Office of Data Collection and Evaluation

TABLE V-3. HIGH SCHOOL AVERAGES REQUIRED OF WOMEN AND MEN STUDENTS FOR ADMISSION TO FOUR SENIOR COLLEGES: 1948 TO 1951

Year	City	Hunter	Brooklyn		Queens	
	M&W	M&W	Men	Women	Men	Women
1948	79	79	79.4	79.7	80	83
1949	79	79	78	79	79	83
1950	80	83	80	85	80	83
1951	80	80	80	83	80	80

SOURCE: BHE Minutes

TABLE V-4. APPLICATIONS AND ACCEPTANCES OF FULL-TIME AND PART-TIME DOCTORAL MATRICULANTS BY SELECTED DISCIPLINES AND BY SEX: FALL 1971

Discipline	Applications					Acceptances				
	Total	#M	#W	%M	%W	Total	#M	#W	%M	%W
Biology	81	49	32	60.5	39.5	48	26	22	54.2	45.8
Business	113	103	10	91.2	8.8	38	34	4	89.5	10.5
Education	39	22	17	56.4	43.6	19	11	8	57.9	42.1
English	129	52	77	40.3	59.7	70	27	43	38.6	61.4
History	95	61	34	64.2	35.8	66	43	23	65.2	34.8
Mathematics	63	42	21	66.7	33.3	45	30	15	66.7	33.3
Music	18	12	6	66.7	33.3	10	5	5	50.0	50.0
Philosophy	49	38	11	77.6	22.4	32	27	5	84.4	15.6
Political Science	96	74	22	77.1	22.9	56	39	17	69.6	30.4
Psychology	569	319	250	56.1	43.9	150	80	70	53.3	46.7

SOURCE: Office of Data Collection and Evaluation

TABLE V-5A. DAY AND EVENING SESSION REGULAR STUDENT ENROLLMENT AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: FALL 1970 TO SPRING 1972

	Community Colleges		Senior Colleges	
Semester	**Day Session**	**Evening Session**	**Day Session**	**Evening Session**
Fall 1970	%M 54.4	50.3	58.1	54.0
	%W 45.6	48.7	41.9	46.0
Spring 1971	%M 50.7	47.9	42.0	35.7
	%W 49.3	52.1	58.0	64.3
Fall 1971	%M 52.5	50.8	50.8	46.5
	%W 47.5	49.2	49.2	53.5
Spring 1972	%M 47.9	43.2	37.7	34.6
	%W 52.1	56.8	62.3	65.4

SOURCE: Office of Data Collection and Evaluation

TABLE V-5B. DAY AND EVENING SESSION SEEK, COLLEGE DISCOVERY, AND SPECIAL PROGRAM ENROLLMENTS AT THE SENIOR AND COMMUNITY COLLEGES BY SEX: FALL 1970 TO SPRING 1972

	Community Colleges		Senior Colleges	
Semester	**Day Session**	**Evening Session**	**Day Session**	**Evening Session**
Fall 1970	%M 48.3	47.1	48.9	50.0
	%W 51.7	52.9	51.1	50.0
Spring 1971	%M 25.3	25.0	50.4	——
	%W 74.7	75.0	49.6	——
Fall 1971	%M 43.5	21.4	48.5	——
	%W 56.5	78.6	51.5	——
Spring 1972	%M 31.5	37.5	49.8	100.0
	%W 68.5	62.5	50.2	0.0

SOURCE: Office of Data Collection and Evaluation

TABLE V-6. FULL-TIME AND PART-TIME STUDENT ENROLLMENT AT THE COMMUNITY COLLEGES BY SEX: FALL 1971*

Type of Program	Full-time students				Part-time students			
Day Session	#M	#W	%M	%W	#M	#W	%M	%W
Transfer Programs	7,802	6,333	55.2	44.8	1,349	1,725	43.9	56.1
Career Programs	6,364	7,878	44.7	55.3	1,233	1,800	40.7	59.3
Evening Session								
Transfer Programs	217	101	68.2	31.8	997	1,045	48.8	51.2
Career Programs	248	224	52.5	47.5	2,095	1,769	54.2	45.8
Adult Education					1,830	1,340	57.7	42.3

*Sample: Borough of Manhattan, Bronx, Hostos (no part-time), Kingsborough, and Queensborough Community Colleges.

SOURCE: Form A, Office of Data Collection and Evaluation

TABLE V-7. FULL-TIME AND PART-TIME MASTERS DEGREE MATRICULANTS BY SEX: FALL 1967 TO FALL 1971

Full-Time Students

	Masters Matrics in Doctoral Fields			Masters Matrics (Exclusive of Ph.D.s & Education Majors)			Masters Matrics and Education Majors (Advanced Certificate)		
Fall/Year	#Men	#Wmn	%Wmn	#Men	#Wmn	%Wmn	#Men	#Wmn	%Wmn
1967	770	256	25.0	223	260	53.8	17	24	58.5
1968	234	225	49.0	175	260	59.8	22	70	87.0
1969	355	213	37.5	163	301	64.9	99	88	52.9
1970	660	221	25.1	172	322	65.2	22	40	64.5
1971	708	257	26.6	476	434	47.7	32	41	56.2

Part-Time Students

	Masters Matrics in Doctoral Fields			Masters Matrics (Exclusive of Ph.D.s & Education Majors)			Masters Matrics and Education Majors (Advanced Certificate)		
Fall/Year	#Men	#Wmn	%Wmn	#Men	#Wmn	%Wmn	#Men	#Wmn	%Wmn
1967	2,464	550	18.3	356	349	49.5	361	410	53.2
1968	1,042	713	40.6	377	349	48.1	548	1,184	68.4
1969	3,010	856	22.1	520	353	40.4	594	1,266	68.1
1970	2,647	911	25.6	596	491	45.2	564	1,248	68.9
1971	2,719	1,068	28.2	1,782	701	28.2	1,349	2,345	63.5

SOURCE: Form A, Office of Data Collection and Evaluation

TABLE V-8. ALLOCATION OF PREVIOUS GRADUATE STUDENTS AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES BY SEX: FALL 1972*

	Day Session		Evening Session	
	%Men	%Women	%Men	%Women
Senior Colleges				
Baruch	45.5	54.5	37.5	62.5
Brooklyn	44.2	55.8	20.0	80.0
City	45.2	54.8	25.0	75.0
Hunter	24.0	76.0	0.0	100.0 (N=2)
John Jay	62.5	37.5	57.1	42.9
Lehman	35.3	64.7	15.4	84.6
Medgar Evers	36.1	63.9	--	--
Queens	38.5	61.5	0.0	100.0 (N=2)
York	31.8	68.2	--	--
Community Colleges				
Borough of Manhattan	37.8	62.2	36.5	63.5
Bronx	47.2	52.8	36.7	63.3
LaGuardia	33.3	66.7	--	--
Hostos	30.6	69.4	--	--
Kingsborough	45.1	54.9	20.7	79.3
New York City	63.5	36.5	--	--
Queensborough	32.4	67.6	39.1	60.9
Staten Island	18.6	81.4	36.4	63.6

*No data was available for missing colleges.

SOURCE: Office of Data Collection and Evaluation

that women did and did not utilize, the Committee classified various CUNY majors by their proportion of female and male enrollments. Programs with a 70% or higher female enrollment were considered to be sex stereotyped "female-dominated" while those with a 70% or higher male enrollment were sex stereotyped "male-dominated." Programs which fell between the 70-30 ratio were labeled "mixed." Because the results of this study revealed similar patterns of student enrollment by sex and the clustering of women in only a few fields in each of the degree programs, three were selected for presentation.

Career Programs

Table V-9 presents the distribution of student enrollees by sex in the 48 career programs. Approximately 10,000 women are enrolled in these programs. Three-fourths of these enrollees are found in seven programs, each of which has a 90% or higher female enrollment. Over half of the 10,000 women are found in two fields—nursing and secretarial science. Male students are more widely distributed among the career programs, half of their number being concentrated in six programs—accounting, business, computer science, data processing, electrical technology, marketing, and mechanical technology. Of the 48 programs, only 13 had "mixed" enrollments and the total number of students in these "mixed" programs was not large, comprising only one-fifth of the male and one-half of one percent of the female career program enrollees.

While the concentration of women and men in a small number of majors functions to limit the career and educational alternatives of both sexes, it is decidedly more restrictive for women who dominate far fewer programs than do men. As Table V-9 illustrates, there are 11 predominately female fields and 24 predominately male fields.

To further analyze this latter point, the Committee reclassified the career programs offered by CUNY into four major areas: 1) business fields, 2) educational/social service fields, 3) health fields, and 4) industrial arts and sciences. These are presented in Table V-10 which illustrates that a far greater number of women enroll in the educational/social service and health fields than in the other two major areas. Women comprise over 90% of all education/social service enrollments, being a majority of students in all programs of study but recreation supervision.

Women are over 80% of all enrollments in the health fields. Within the area further sex-typing is evident: women are overrepresented in those programs which train students for roles that complement but do not compete with (dominantly male) professional occupations. For example, women dominate the dental hygiene and nursing programs, thus being trained to serve (male) dentists and doctors.

CUNY's para-professional programs fell within the above two major areas. Women are much more likely than men to enroll in these programs which, although providing new employment opportunities for women from poverty areas, clearly reinforce traditional notions of the limited female work sphere.

Interestingly, the Committee's data indicates that 60% of the business field enrollees are women: 59.6% of these women, however, are enrolled in the secretarial science program. Thus, the majority of female business students are being trained as secretaries to serve the men who go on to enter business fields.

No stereotypes were disturbed by the data on female enrollments in the industrial arts and sciences. This largest of all career program areas has a male enrollment of at least 64% in each major. Finally, it should be noted that within the miscellaneous category, male students are significantly overrepresented among government administration enrollees, again reflecting and reinforcing the societal norm of male leadership.

Despite a recent increase in the number of career programs at CUNY, sex stereotyping prevails. Moreover, the female stereotyped programs lead to occupations which, according to the CUNY study, *Career Graduates: A Profile of Job Experiences and Further Study of Students with A.S.S. Degrees* (Office of Community College Affairs, August 1971), pay some of the lowest salaries earned by career program graduates. The low earning power of secretaries, as recorded in Table V-11, is of special significance in light of the fact that secretarial science is the second largest career choice for women at CUNY. Thus, these programs provide training and potential employment only within the confines of traditional sex roles which limit the professional and financial opportunities available to women.

TABLE V-9. SEX TYPING OF COMMUNITY COLLEGE CAREER PROGRAMS (DAY SESSION): FALL 1971

% Range of Enrollment	Male Enrollment	Female Enrollment
90-100%	Architectural Technology Automotive Technology Construction Technology Design Drafting Technology Electrical Technology Electrical Technology (Computer) Electrical Mechanical Technology Fire Science Industrial Arts Mechanical Technology Environmental Science Machine Tool Technology Civil Technology Engineering Science Traffic and Shipping Orthopedic Assistant	Secretarial Science Child Care Education Associate Program Education Assistant Program Para-Professional Teacher Education Program Dental Hygiene Nursing
80-90%	Hotel Technology Dental Lab Technology Opthalmic Dispensing Graphic Arts and Advance Technology Plastics Technology Litho Offset	Career Opportunity Program Medical Records Technology
70-80%	Government Administration Science Lab Technology	Library Technology Mental Health Technology
60-70%	Marketing Advertising Retail Business Management Chemical Technology Data Processing, Computer Science	Medical Lab Technology Applied Language
50-60%	Accounting Banking Business Recreational Supervision X-Ray Technology Commercial Art	

SOURCE: Form A, Office of Data Collection and Evaluation

These enrollment patterns parallel sexual divisions within the labor force. Since 1900 there has been virtually no change in the extent of occupational segregation by sex: by 1960 half of all working women continued to be employed in positions having 70% or more female workers.[3] In addition, women are concentrated into a smaller number of occupational categories than are men: in 1969, the Bureau of the Census reported that 50% of all women workers were employed in 21 of a total of 250 occupations while 50% of all men workers were spread over 65 occupations. Two occupations, nursing and elementary and secondary education, accounted for the majority of women (65.8%) classified as professional and technical workers by the federal government with no other occupation accounting for even 5% of women workers in that area. For male professional and technical workers, only four (engineering, elementary and secondary school teaching, accounting and auditing, and designing and drafting) contained more than 5% of the category, accounting for less than 50% of all males so classified.

Academic Programs

In the senior colleges, majors range from the traditional academic fields to newer vocational programs in both the human services and the scientific technologies. Despite this variety, sex stereotyping of student enrollments, as shown in Table V-12, is immediately evident and reflective of societal expectations. As in the career programs, the range of choices made by women students is considerably more restricted than that made by men. Over one-half of the students enrolled in education, foreign languages, health professions, and home economics are women while a majority of the men students are found among business management and social science programs. Men enrollees dominate more programs than do women: nine of 21 senior college academic programs have 70% or greater male enrollment while four of 21 senior college academic programs have 70% or greater female enrollment. Moreover, women students are highly concentrated in "women's fields." Nearly three-fourths of all senior college undergraduate women students major in programs with 90% or greater female enrollment. The remaining one-fourth are divided three-to-one among the mixed and male-dominated programs.

It should be noted that women are not seeking entrance to male-identified fields. For example, CACSW data on degrees awarded between the 1967-68 and 1971-72 academic years shows that the percentage of women earning the B.B.A. degree has declined. Throughout this same period, women remained less than 1% of the B.E. degree recipients. Table V-13 shows that while these as well as other male-identified fields remained exclusionary, certain female-identified fields were becoming sexually integrated: for example, the percentage of women receiving the B.S. degree in education decreased 15% over the past four years.[4]

Graduate Programs[5]

When enrollment distribution by sex is examined for the M.A. and Ph.D. programs of the Committee's ten selected disciplines, it becomes apparent that graduate study is a male-dominated world. Female presence so markedly drops that only two fields, education and English, are sex-typed female, as shown in Table V-16. In addition, there are no female-dominated fields in the high percentage ranges (80-100%) as found in the undergraduate sex-typing charts already presented in this chapter (V-9, V-12, and V-14).

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3. Francine Blau Weisskoff, "Women's Place in the Labor Market" (paper presented at the annual meeting of the American Economic Association, New Orleans, Louisiana, December 28, 1971).
4. Data on transfer program enrollments by sex parallels the findings for academic programs. This is not surprising given the fact that transfer programs are designed to guarantee admission to senior college academic programs. As shown in Table V-14, women enrollees predominate in only two of 12 fields—teaching business subjects and social services.
5. Due to the relative newness of the Graduate School, there were too few doctoral recipients to allow for meaningful statistical comparisons by sex of CUNY doctorate degrees to national doctorate degrees conferred. Comparisons by disciplines showed, for example, that women earned 13.8% of the doctorates in biology, 6% in mathematics, 11.7% in history, and 24% in English during the 1960s. The CUNY figures were 51.7% (N=29) in biology, 27.3% (N=33) in mathematics, 36.8% (N=10) in history, and 57.6% (N=33) in English for the period between 1965 and 1971. Table V-16 presents the total number of CUNY doctorates awarded by field and by sex through June 1971.

TABLE V-10. CAREER PROGRAM MAJORS (DAY SESSION STUDENTS) AT THE COMMUNITY COLLEGES BY SEX: FALL 1971

	#Men	#Women	%Men	%Women
Business Fields				
Accounting	1,088	795	57.8	42.2
Banking	36	34	51.4	48.6
Business	391	262	59.9	40.1
Hotel Technology	198	46	81.1	18.9
Marketing	380	179	68.0	32.0
Advertising	46	23	66.7	33.3
Real Estate	0	1	0.0	100.0
Retail Business Management	197	101	66.1	33.9
Secretarial Science	19	2,127	0.9	99.1
Traffic and Shipping	1	0	100.0	0.0
TOTAL	2,356	3,568	39.8	60.2
Educational/Social Service Fields				
Child Care	18	280	6.0	94.0
Library Technology	4	13	23.5	76.5
Education Associate Program	2	115	1.7	98.3
Education Assistant Program	4	163	2.4	97.6
Para-professional Teached Education Program	6	460	1.3	98.7
Recreation Supervision	76	57	57.1	42.9
TOTAL	110	1,088	9.2	90.8
Health Fields				
Orthopedic Assistant	31	2	93.9	6.1
Dental Hygiene	5	201	2.4	97.6
Dental Laboratory Technology	79	18	81.4	18.6
Medical Laboratory Technology	294	532	35.6	64.4
Mental Health Technology	86	264	24.6	75.4
Nursing	158	3,868	3.9	96.1
Medical Records Technology	13	55	19.1	80.9
Opthalmic Dispensing	74	9	89.2	10.8
X-Ray Technology	108	84	56.3	43.7
TOTAL	848	4,033	17.4	82.6
Industrial Arts and Sciences				
Architectural Technology	85	6	93.4	6.6
Automative Technology	90	1	98.9	1.1
Chemical Technology	128	56	69.6	30.4
Graphic Arts & Adv. Technology	240	47	83.6	16.4
Commercial Art	206	162	56.0	44.0
Construction Technology	234	3	98.7	1.3
Design Drafting Technology	339	11	96.9	3.1
Electrical Technology	1,230	10	99.2	0.8
Electrical Tech. Computer	93	5	94.9	5.1
Electro-Mechanical Technology	250	6	97.7	2.3
Fire Science	307	0	100.0	0.0

TABLE V-10 (continued)

Industrial Arts	161	7	95.8	4.2
Mechanical Technology	581	7	98.8	1.2
Plastics Technology	31	4	88.6	11.4
Data Processing, Computer Science	1,007	628	61.6	38.4
Litho Offset	57	7	89.1	10.9
Machine Tool Technology	13	0	100.0	0.0
Civil Technology	75	2	97.4	2.6
Engineering Science	284	6	97.9	2.1
Science Laboratory Technology	111	44	71.6	28.4
TOTAL	5,522	1,012	84.5	15.5
Miscellaneous				
Government Administration	22	9	71.0	29.0
Applied Language	22	34	39.3	60.7
Career Opportunity Program	1	7	12.5	87.5
Environmental Science	57	0	100.0	0.0
TOTAL	102	50	67.1	32.9

SAMPLE: Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia, New York City, Queensborough, and Staten Island Community Colleges.

SOURCE: Form A, Office of Data Collection and Evaluation

TABLE V-11. INCOME IN 1971 OF 1970 CAREER PROGRAM GRADUATES BY SELECTED MAJORS

	Less than $7500	$7500-10,000	Over $10,000
Dental Hygiene	31.2	62.5	6.2
Medical Lab. Tech.	28.1	65.6	6.2
Nursing	9.6	75.0	15.4
Secretarial Science	42.4	57.6	0.0

SOURCE: Office of Community College Affairs

TABLE V-12. SEX TYPING OF SENIOR COLLEGE UNDERGRADUATE MAJORS: FALL 1971

% Range of Enrollment	Male Enrollment	Female Enrollment
90-100%	Architectural and Environmental Design Business Management Engineering Public Affairs and Services	Home Economics
80-90%	Computer and Information Science Law Physical Science	Health Professions
70-80%	Biological Sciences Liberal Arts	Education Foreign Language
60-70%	——	Fine and Applied Arts
50-60%	Communications Mathematics Social Sciences Interdisciplinary Studies	Area Studies Letters Psychology

SAMPLE: Baruch, Brooklyn, City, Hunter, John Jay, Medgar Evers, Queens, Richmond and York Colleges.

SOURCE: Hegis Form, Office of Data Collection and Evaluation

TABLE V-14. SEX TYPING OF COMMUNITY COLLEGE TRANSFER PROGRAMS: FALL 1971

% Range of Enrollment	Male Enrollment	Female Enrollment
90-100%	Engineering, Pre-Engineering	——
80-90%	Business (AAS Transfer) Pre-Pharmacy	——
70-80%	Business and Business Administration	Teaching Business Subjects Social Service
60-70%	Performing Arts—Music (AAS) Urban Planning	——
50-60%	Liberal Arts and Sciences Recreation Leadership Computer Science	——

SOURCE: Form A, Office of Data Collection and Evaluation

TABLE V-13. UNDERGRADUATE DEGREES AWARDED BY SEX: 1967-68 TO 1970-71

Degree	1970-1971		1969-1970		1968-1969		1967-1968	
	%M	%W	%M	%W	%M	%W	%M	%W
Bachelor of Arts	38.0	62.0	39.7	60.3	38.9	61.1	37.8	62.2
Bachelor of Science	65.0	35.0	69.2	30.9	71.9	28.1	73.8	26.2
Associate in Arts (Jr.)	41.2	58.8	44.3	55.7	46.6	53.4	46.6	53.4
Associate in Arts (Sr.)	37.9	62.1	56.5	43.5	57.8	42.2	57.9	42.1
Associate in Science (Jr.)	84.3	15.7	79.0	21.0	84.6	15.4	89.2	10.8
Associate in Science (Sr.)	98.0	2.0	93.8	6.2	94.7	5.3	85.0	15.0
Associate in Applied Science (Jr.)	43.7	56.3	49.4	50.6	52.0	48.0	57.1	42.9
Associate in Applied Science (Sr.)	60.0	40.0	68.8	31.2	45.2	54.8	30.9	69.1
Bachelor of Business Administration	89.5	10.4	87.3	12.7	83.0	17.0	87.0	13.0
Bachelor of Fine Arts*	50.0	50.0	25.0	75.0	20.0	80.0	15.8	84.2
Bachelor of Science (Education)	37.1	62.9	39.7	60.3	38.6	61.4	23.0	77.0
Bachelor of Science (Architecture)	79.4	20.6	92.0	8.0	100.0	0.0	94.1	5.9
Bachelor of Architecture	82.9	17.1	96.7	3.3	96.3	3.7	89.3	10.7
Bachelor of Engineering	99.2	0.8	99.5	0.5	99.0	1.0	100.0	0.0
Bachelor of Science (Computer Science)	90.5	0.5	88.9	11.1	--	--	--	--

*N is small: 1970-71 #M=5, #W=5; 1969-70: #M=3, #W=9; 1968-69: #M=2, #W=8; 1967-68: #M=3, #W=16.

SOURCE: Office of Data Collection and Evaluation

TABLE V-15. DOCTORATE DEGREES AWARDED BY DISCIPLINES AND BY SEX: JUNE 1965 TO JUNE 1971

Discipline	1965 (2)		1966 (4)		1967 (26)		1968 (48)		1969 (78)		1970 (90)		1971 (94)		Grand Total (342)		
	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	%W
Anthropology	—	—	—	—	—	—	—	—	—	1	—	—	1	—	1	1	50.0
Biochemistry	—	—	—	—	—	—	—	—	—	—	1	—	2	—	3	0	0.0
Biology	—	—	—	—	1	2	2	3	3	2	6	2	2	6	14	15	51.7
Biomedical Science	—	—	—	—	—	—	—	—	—	—	1	—	—	—	1	0	0.0
Business	—	—	—	—	—	—	—	—	1	—	1	—	2	—	4	0	0.0
Chemistry	—	—	1	—	4	—	6	—	5	1	10	—	6	—	32	1	3.0
Economics	—	—	—	—	1	—	1	—	2	—	3	—	2	1	9	1	10.0
Engineering	—	—	—	—	2	—	10	—	14	—	12	—	6	—	44	0	0.0
English	—	1	—	1	1	1	4	5	1	6	5	1	3	4	14	19	57.6
French	—	—	—	—	—	—	—	—	—	—	—	2	—	1	0	3	100.0
History	—	—	—	—	—	1	2	—	4	—	3	3	3	3	12	7	36.8
Mathematics	—	—	1	—	3	3	5	—	8	2	3	2	4	2	24	9	27.3
Physics	—	—	—	—	1	—	1	—	5	—	5	—	5	1	17	1	5.6
Political Science	—	—	—	—	—	—	1	—	—	—	—	1	4	3	5	4	44.4
Psychology	1	—	1	—	3	2	1	5	10	10	17	9	18	7	51	33	39.3
Sociology	—	—	—	—	—	—	—	—	—	—	—	—	2	1	2	1	33.3
Speech	—	—	—	—	1	—	2	—	1	2	2	1	1	4	7	7	50.0
TOTALS	1	1	3	1	17	9	35	13	54	24	69	21	61	33	240	102	29.8

SOURCE: Office of the Registrar, Graduate School and University Center

TABLE V-16. SEX TYPING OF SELECTED GRADUATE DEGREE PROGRAMS: FALL 1971

% Range Enrollment	Male Enrollment	Female Enrollment
90-100%	Business (Ph.D. & M.A.)	
80-90%		English (Ph.D.)
70-80%	Philosophy (Ph.D.) Political Science (Ph.D. & M.A.)	Education (M.A.)
60-70%	Biology (Ph.D. & M.A.) History (Ph.D. & M.A.) Mathematics (Ph.D. & M.A.) Philosophy (M.A.) Psychology (M.A.)	
50-60%	Music (Ph.D. & M.A.) Psychology (Ph.D.)	Education (Ph.D.) English (M.A.)

SOURCE: Form B, Office of Data Collection and Evaluation

TABLE V-17. AVERAGE QUALIFYING SCORES OF PH.D. DEGREE STUDENTS BY SEX: 1962 TO 1970

Department	GRE Verbal		GRE Quantitative		GRE Field of Major Interest		Undergraduate Grade Point Average		Undergraduate Major Grade Point Average	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Biology	588.2	619.3	592.3	566.4	681.9	695.6	2.76	3.02	2.91	3.23
English	695.3	695.3	580.4	502.5	681.6	680.9	3.11	3.35	3.39	3.48
History	612.2	631.7	523.6	473.5	654.2	621.0	2.90	3.16	3.27	3.38
Mathematics	613.8	611.4	721.3	686.0	798.3	742.2	2.94	3.34	3.25	3.56
Music	583.7	661.2	545.3	580.0	653.7	654.7	3.13	3.13	3.53	3.34
Philosophy	657.2	692.1	573.5	557.8	716.1	716.3	2.84	3.26	3.40	3.53
Political Science	621.6	648.7	543.2	520.6	608.5	589.3	2.98	3.19	3.32	3.52
Psychology	614.6	637.4	595.1	549.2	628.0	622.2	2.84	3.13	3.30	3.45

SOURCE: Office of Institutional Research at the Graduate School and University Center

This trend occurs when undergraduates and graduate enrollments are compared and when only graduate enrollments are examined. On the undergraduate level, for example, mathematics and psychology are mixed fields showing almost equal enrollments by women and men students; at the M.A. and Ph.D. degree level between 60-70% of the enrollees are men. The discipline of education is a female-dominated field at the undergraduate and M.A. degree level but at the Ph.D. level the percent of women enrollees declines to the 50-60% range.

When only M.A. and Ph.D. degree enrollments are compared, it can be noted that female representation in the discipline of English decreases from the 70-80% range at the M.A. level to the 50-60% range at the Ph.D. level, i.e., the percentage of female enrollees, decreases as one advances up the academic ladder. This again occurs in fields so male-dominated that it would seem difficult to increase the male enrollment even a few percentage points: in fall 1971, 93.3% of the M.A. candidates in business were men as were 97.3% of the Ph.D. candidates.

D. PERFORMANCE PATTERNS

The Committee investigated several criteria of academic achievement as they related to women students. The results of these studies indicated that neither the clustering of women into a limited number of fields nor their absence from traditionally male fields was due to limited academic ability. In fact, at the graduate level women students were actually more qualified than men. As shown in Table V-17, during the 9-year period fall 1962 to fall 1970, women in eight fields examined had higher undergraduate grade-point averages than men. They had higher major field grade-point averages in all but one of the disciplines examined, the exception being music where grade-point average may be less related to competence.

Women graduate students scored higher than men on the Graduate Records Examination (GRE) Verbal test in all of the disciplines examined except English where their score was identical to that of the men and mathematics where the difference was negligible. There were only minor differences between women and men in the GRE Field of Major Interest examination with women scoring somewhat higher than men in the discipline of biology and somewhat lower in the disciplines of history, political science, and mathematics.

Not only were female students at least as academically qualified as male students, they were also as capable as men of coping with the academic environment. Examination of undergraduate attrition rates for the past academic year at CUNY (1970-71) as shown in Table V-18, reveals that a slightly smaller proportion of women than men had dropped out of both the senior and community colleges.[6] Because of the length of time needed to complete the Ph.D. degree and the relative newness of CUNY's Graduate School, there are no definitive attrition figures on doctoral candidates. However, the Committee's investigation of Ph.D. students did reveal that of those women and men who have been awarded degrees, women averaged only one semester longer than did men. These findings may be consulted in Table V-19.

E. EDUCATIONAL ENVIRONMENT

In order to investigate how women students experienced CUNY, the CACSW surveyed the classroom environment and delivery of support services. In general, it was found that the colleges are male-oriented structures which are unable to adequately meet the needs of women students and which discourage them from fully utilizing the CUNY system.

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6. The Committee recognizes that longer trend analysis is needed to conclusively disprove the myth that women take higher education less seriously than do men.

TABLE V-18. ATTRITION FROM FALL 1970 TO SPRING 1971 OF UNDERGRADUATE STUDENTS AT THE SENIOR AND COMMUNITY COLLEGES BY SEX

Type of College	Fall 1970 #M	Spring 1971 #M	% Loss Men	Fall 1970 #W	Spring 1971 #W	% Loss Women
Community	6,133	5,196	15.3	5,673	4,941	12.9
Senior	8,739	8,009	8.4	8,509	7,863	7.6

Sample: Baruch, Brooklyn, City, Hunter, Lehman, Queens and York Colleges. Borough of Manhattan, Bronx, Kingsborough, New York City, Queensborough and Staten Island Community Colleges.

SOURCE: Office of Open Admissions Research

TABLE V-19. PERFORMANCE OF PH.D. DEGREE STUDENTS BY SEX: 1962 TO 1970

Department	First Year of Program	% Dissertation Defended Men	% Dissertation Defended Women	# Semesters to Completion Men	# Semesters to Completion Women	% Withdrawn or Terminated Men	% Withdrawn or Terminated Women
Biology	1963	12.3	16.7	7.35	8.25	25.4	38.9
English	1962	14.7	8.3	8.43	8.82	48.4	37.6
History	1963	6.9	5.1	8.60	8.75	32.4	32.1
Mathematics	1964	25.0	20.0	5.26	6.37	32.6	37.5
Music	1970	——	——	——	——	——	5.9
Philosophy	1966	——	——	——	——	25.4	20.0
Political Science	1965	2.7	8.8	6.67	9.00	27.4	26.5
Psychology	1962	15.8	11.6	8.37	8.38	22.7	23.6

SOURCE: Office of Institutional Research at the Graduate School and University Center

The Classroom

Subtle but ever-present reminders make it plain that women are still outsiders in the CUNY system. There is a sharp drop in female faculty as one moves up the academic ladder in any discipline or college, as discussed in Chapter III. Graph V-A which includes female student enrollment accentuates this drop and is a vivid documentation of the fact that there are few women faculty to serve as role models for the many undergraduate women students. The absence of women faculty cannot but convince women students that academia has different expectations about their performance than about the performance of male students—expectations based less on their ability as persons than on the fact that they are women—and that they therefore have no secure place in the academic structure of CUNY.

Moreover, until fall 1971, women's experiences, roles, and contributions were rarely mentioned in CUNY college curricula, reinforcing the belief that men alone have structured the academic disciplines. In an effort to remedy this deficiency, half of the CUNY colleges (nine senior and two community colleges) were offering courses in women's studies by the end of the fall 1971 semester. The range of these course offerings is illustrated in Table V-20. In general, they were developed by faculty and students with minimal administrative assistance or financial support. The Committee's college by college survey also revealed one newly formed (1971) women's studies department offering a B.A. degree (Richmond College) and one interdisciplinary women's studies program offering 12 courses (City College). The latter program was announced for the 1972-73 academic year.

Through interviews with students and faculty, the Committee's research staff has concluded that the net effect of these courses and programs goes beyond students and faculty directly involved. For instance, the existence of these courses seems to be causing a reexamination of the content of other courses for biases, distortions, and omissions that are the consequence of patriarchal values and assumptions. They also seem to be stimulating student and faculty research into women's roles.

Support Services

In an effort to determine how CUNY support services influence the educational experiences of and career choices made by women students, the CACSW investigated counseling, financial aid, placement, and child care facilities provided by the CUNY colleges.

1. Counseling:[7] While counseling services cannot completely reverse the long process of sex role stereotyping and career programming which precedes a female student's entry into CUNY, it is the Committee's belief that they must help to create a "hospitable environment for the development of women's potential." Unfortunately, investigation of these facilities did not indicate that this was the case.

Preliminary CACSW investigation of the counseling services under the jurisdiction of the Office of Student Services revealed that the average ratio of students to counselors was two counselors per 1,000 students in any specific area. Because of this high ratio it seemed futile to draw conclusions about the services received by women in contrast to men students. Clearly both were being deprived of necessary counseling. Due to this situation and to the lack of material examining the *quality* of undergraduate counseling, the Committee was unable to further analyze those services. Nonetheless, information available

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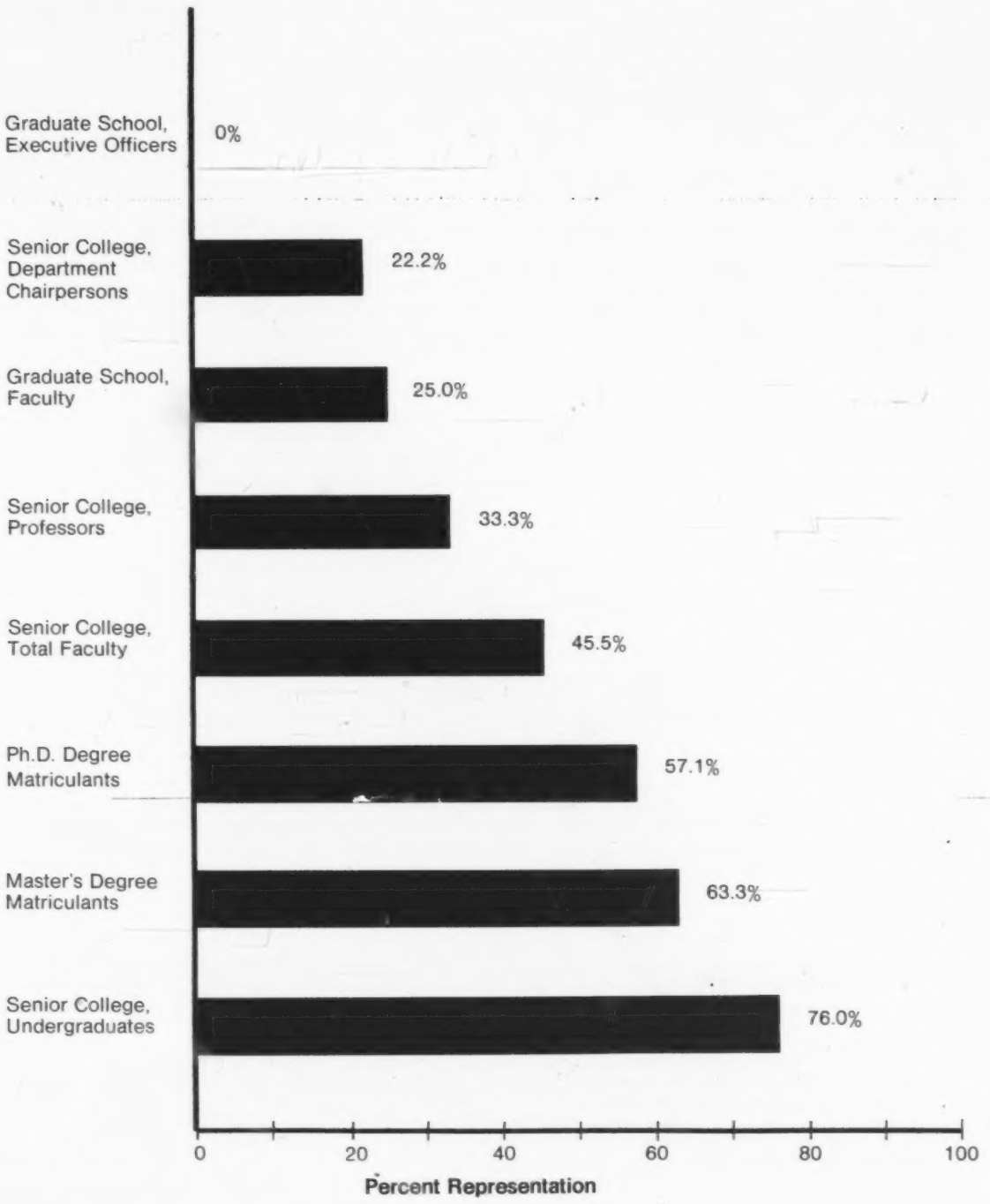
7. There are a variety of counseling services provided at CUNY. The Committee investigated those which were under the jurisdiction of the Office of Student Services. Although these vary among the individual colleges, they generally include: academic, career placement, foreign student, psychological services, drug, selective service, SEEK, and College Discovery counseling. Areas excluded are admission, remediation, and health counseling services.

Given the increased opportunities for admission to CUNY since its adoption of the Open Admissions policy, further mention must be made of admissions counseling. CUNY counselors often go into New York City high schools to encourage students to attend one of the CUNY colleges. Given the prevailing cultural notions of the proper role of women the Committee notes that counselors who continue to recommend college only for those students whom they consider to be "good college material," may be unnecessarily deterring many women from attending college.

GRAPH V-A. PERCENT REPRESENTATION OF WOMEN IN THE DISCIPLINE OF EDUCATION: FALL 1971



to the Committee indicates that pressure is placed on women students to conform to accepted cultural patterns. For example, CUNY's career expectations for women students, as reflected in brochures used for admission counseling are overtly sex-biased in their portrayal of available opportunities. They picture female nurses and secretaries and male engineers. It further appears that efforts by undergraduate women to study and work outside sex-stereotyped majors are not encouraged, as shown in the fall 1971 study conducted at Lehman College:

> One woman reported that she went to the dean's office for counseling about her plans for a career in law and was told by one of the deans not to bother because "women have been proven to be a bad risk in law school."[8]

Written testimony by a CUNY faculty member to the Committee also corroborated this:

> I have certainly seen patterns of behavior among my colleagues to accept as natural the desire of any male student to discuss professional career goals, but to require women to justify similar desires.[9]

Thus, it appears that CUNY counseling and assessment techniques tend to severely limit the career options of undergraduate women students. This is particularly significant in light of recent national research findings which indicate that the structure of women's career interests are in fact quite similar to those of men.[10] The Committee's review of first year enrollment summaries from LaGuardia Community College support this national finding. They show women aspiring to a wider variety of career programs than could be inferred from the Committee's data on sex stereotyping of degree programs: when encouraged to do so, women students at LaGuardia enrolled in surprisingly large numbers in such fields as accounting, data processing, and business management, as shown in Table V-21. Unfortunately, CUNY as a whole does not seem to provide the support or encouragement to its women students to facilitate their choice of such career alternatives.

2. *Financial Aid:*[11] Although CUNY is a tuition-free institution for undergraduate matriculants, there are a variety of additional educational fees such as transportation, books, and personal living expenses which have been estimated to amount annually to no less than $2,100 per student. To help meet these expenses, financial aid based on need is provided. As in most higher educational institutions access to such aid is extremely limited. In order to assess whether women receive a proportionate share of these scarce resources, the CACSW investigated the distribution of major sources of CUNY financial aid on both the undergraduate and graduate levels. This study, covering the 1971-72 academic year for undergraduates and the 1961-62 to 1971-72 academic decade for graduate students, led the Committee to conclude that as women in CUNY advance toward higher degrees their access to financial aid becomes more restricted.

Undergraduate women do not seem to experience discrimination based on sex in the amount of financial aid received, as indicated in Table V-22. In fact, during the 1971-72 academic year women received slightly larger grants per person in 13 of the 18 CUNY colleges (eight of ten senior and five of eight community colleges). In at least six colleges, undergraduate women students constituted the majority of recipients of aid, being 73.9% of all recipients at Hunter College, 70% at Medgar Evers College, 66.5% at LaGuardia Community College, 64.3% at Hostos and Bronx Community Colleges, and 63.6% at Borough of Manhattan Community College.

Nor do undergraduate women seem to experience discrimination when assistance is examined by type of aid granted. As Table V-23 shows, undergraduate women received slightly more SEEK and College

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8. "Women as Nigger," Lehman College *Meridian,* November 1971.
9. Chancellor's Advisory Committee on the Status of Women at CUNY, *Public Hearings Testimony: An Edited Summary and Evaluation* (September 1971), p. 2.
10. Nancy S. Cole, "On Measuring the Vocational Interests of Women," *ACT Research Report,* No. 49 (March 1972).
11. The evaluations presented in this section were made without knowledge of how many students sought financial aid.

TABLE V-20. SELECTED WOMEN'S STUDIES COURSES AT CUNY COLLEGES: 1971-72 ACADEMIC YEAR

Course Title	Discipline	College
"Female as Subject and Object"	English	Baruch
"Women in Western Civilization"	History	Brooklyn
"Sex and Civilization"	English	Brooklyn
"Women's Education"	Education	Brooklyn
"Hygiene and Sex Education"	Physical Education	Brooklyn
"Psychology of Women"	Psychology	BMC
"Women in Politics"	Political Science	City
"Women and Slaves in Classical Antiquity"	Classics	Hunter
"Women's Search for Self"	English	Hunter
"Women in Film"	English	Hunter
"Women in History: Women in Black and White History"	History	John Jay
"Sociology of Women"	Sociology	Lehman
"Feminine Mystique in American Fiction"	English	Queens
"Feminist Movement"	Honors College	Queens
"Feminism and Marxism"	Women's Studies	Richmond
"Women as Creative Persons"	Women's Studies	Richmond
"Women in Literature"	English	SIC
"Women: Myth and Reality"	Humanities	York

SOURCE: Master Plan Office

Discovery funds in terms of total number of awards than did undergraduate men.[12] They also received larger awards per person than did men. About 1,000 more undergraduate women than men received work-study monies in the 1971-72 academic year, although the average amount received per female student was slightly less than the average per male student. Grants to female undergraduate students in bi-lingual programs were, on the average, $100 less than grants awarded their male counterparts.

The Committee's investigation of the sex distribution of major sources of graduate financial aid indicates that graduate women had more restricted access to financial aid than did graduate men or undergraduate women. Although graduate women received aid in proportion to their representation in the Ph.D. student population—in 1971-72, 43% of all monies went to women—the amount received per woman averaged $1,000 less than the amount received per man.

Inequitable distribution of funds resulted from a number of practices. One of the most noticeable was the sharing of awards: throughout the 10-year period, women students have had to divide a far smaller number of awards among a far greater number of women than have men students. For example, in the 1966-67 academic year, eight and one-half of a total number of 39 history grants went to women. However, those eight and one-half grants were shared among 45 women. Twenty men shared the remaining 30.5 grants. In the 1969-70 academic year, six of 29 biology grants went to women but they were shared among 15 women. Another common practice is the more frequent awarding of "partial," "half-time," or "half-year" research assistantships to women than to men. Men were also more likely to be awarded teaching assistantships than were women: in the 1968-69 academic year all teaching assistantships in the discipline of political science went to men.

Throughout the 10-year survey period, women graduate students received lesser financial assistance from CUNY than from outside sources. For example, in the traditionally female discipline of English, men were two of three University Fellows during the 1971-72 academic year while women were given seven of ten NDEA Title IV grants. Moreover, it appeared that women were more likely than men to have to prove themselves during their first year of graduate work before receiving assistance to complete their studies. This was particularly apparent in the disciplines of history and education where, during 1970-71 and 1971-72, only men received University-allocated assistance for first year graduate study. This illustrates how University-allocated financial aid can be used to restrict the academic careers of women by deterring them from entering certain disciplines.

3. Placement: Because employment is an important indicator of status, the Committee examined the current occupations of all CUNY Ph.D. degree recipients since 1965. Working from the assumption that the members of any Ph.D. graduating class are equally prepared to enter the workforce, the Committee sought to determine the distribution by sex of CUNY doctoral alumni among the various types of educational institutions and the various academic ranks.[13] The data obtained from the University Placement Office is summarized in Tables V-24 and V-25. It presents evidence that there are sex differences in employment status which favor males.

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12. Students in these programs must be under 30 years of age and have had no previous college training. Thus, it appears that older women and women with children, who the Committee feels would be most in need of assistance, do not have access to these funds. In addition, pending federal legislation would eliminate the child care funds currently provided to SEEK students, thereby imposing an additional burden on those women who are trying to obtain a college education.
13. The first job after graduation is a crucial point in the career development of academics. The Committee originally sought data on the first job placement of doctoral alumni to determine if women had greater problems than men in obtaining employment. For example, did men choose from among several offers while women settled for their only offer? Data supplied the CACSW by the University Placement Office, however, did not allow this type of analysis. Although the data gave employment categories for the total number of CUNY doctorate alumni as of June 1972 it was compiled at two separate points in time: all graduates as of June 1971 were questioned in 1971 concerning their current rather than their initial employment after graduation whereas 1971-72 graduates could only be questioned about their initial employment. Although this data incorporates an error factor and does not document all initial appointments, the Committee determined that it was useful as an example of the differential employment status of female and male doctoral alumni.

TABLE V-21. STUDENT ENROLLMENT AT LAGUARDIA COMMUNITY COLLEGE BY SELECTED MAJORS AND BY SEX: FALL 1971

Discipline	#M	#W
Accounting	22	45
Data Processing	41	33
Business Management	16	18

SOURCE: Office of Registrar, LaGuardia Community College

TABLE V-22. UNDERGRADUATE FINANCIAL AID AT THE INDIVIDUAL SENIOR AND COMMUNITY COLLEGES AND BY SEX: FALL 1971

Senior Colleges	# Men receiving aid	$ per Men	# Women receiving aid	$ per Women
Baruch	1,444	487.67	1,315	494.93
Brooklyn	2,376	622.49	3,020	646.48
City	3,205	580.37	3,428	623.65
Medgar Evers	314	467.11	500	484.17
Hunter	1,055	605.71	2,989	589.77
John Jay	614	538.28	307	585.78
Lehman	1,069	659.94	1,864	627.39
Queens	1,551	664.77	1,710	687.01
Richmond	762	649.70	637	674.67
York	545	593.08	656	651.01
Community Colleges				
Borough of Manhattan	923	518.53	1,787	511.86
Bronx	1,118	528.32	1,953	543.99
Hostos	473	553.16	850	569.21
Kingsborough	1,075	457.11	1,022	440.65
LaGuardia	126	326.26	250	307.26
New York City	2,593	389.15	3,203	398.78
Queensborough	1,051	451.16	1,156	508.35
Staten Island	1,831	525.69	1,466	578.49

SOURCE: The Office of Student Financial Assistance

TABLE V-23. UNDERGRADUATE FINANCIAL ASSISTANCE BY TYPE OF AID AND BY SEX: FALL 1971

Aid Program	$ Amount	#Men	$ per Man	$ Amount	#Women	$ per Woman
SEEK	3,014,694	3,571	844.22	3,903,613	4,326	902.36
College Discovery	1,028,312	1,695	606.67	1,232,077	1,898	649.14
Educational Opportunity Grants	2,787,105	6,533	426.62	3,430,156	7,762	441.92
Nursing Scholarships	35,077	58	604.78	712,888	1,315	542.12
Bi-Lingual	101,601	125	812.81	86,397	121	714.02
College Work Study	2,781,908	5,356	519.40	3,296,135	6,532	504.61
National Defense Student Loan	2,384,989	4,552	523.94	2,640,082	4,847	544.68
Nursing Loan	36,613	61	600.21	667,532	1,165	572.99
Special Program	63,421	246	257.81	57,300	204	280.89

SOURCE: Office of Student Financial Assistance

Table V-24 shows that approximately the same percent of the women and men Ph.D. alumni are employed in higher education institutions: 61.3% and 62.7% respectively. The bulk of the remaining women are employed by non-profit organizations (14.7%) or have plans pending (17.3%) while the majority of the remaining men are employed in private industry (18.8%) or non-profit organizations (9.1%). Few women (1.3%) are found in private industry.

Of the women and men employed in higher education institutions, varying percents are employed in four-year institutions: 75.5% of all women and 83.3% of all men. Approximately equal percents are also employed in two-year institutions: 9.3% of all women and 8.3% of all men. Within these institutions, however, the distribution of women and men is about equal by rank: 80.9% of the men against 77.9% of the women are in tenure bearing lines. Conversely, 22.1% of the women as compared to 19.1% of the men are employed in non-tenure bearing positions.

Another important aspect of placement services is CUNY's hiring of its own alumni. No official policy exists concerning the employment of CUNY Ph.D. graduates within the University. However, at the time that the Committee was conducting its investigations, the CUNY Doctoral Alumni Association circulated data (derived from college catalogues) indicating that only 2.3% of CUNY's doctoral faculty hold CUNY degrees.[14] Believing that substantiation of this data would indicate a policy which would adversely affect women, the CACSW reviewed reports from the Placement Office of the Graduate School.

The Placement Office data showed 90 CUNY Ph.D.s employed by CUNY as of July 1971. Of these 90 persons, 62 were men and 28 were women. Forty-two of the men (67.7%) were employed in professorial lines; the remaining 20 (32.4%) were in "other" lines. Of the women, 16 (57.1%) were in professorial lines and 12 (42.9%) were in "other" lines. The sexual composition of the professorial lines was such that men represented 72.4% of those faculty members. Thus, there appeared to be variance by sex in the academic placement of CUNY alumni.[15]

4. Child Care: To determine the adequacy of child care provisions, the CACSW analyzed a 1971 report compiled by the Office of University Relations on child care facilities at the CUNY colleges. The report indicated that 11 of the 20 CUNY colleges had such facilities, accomodating approximately 350 children. Most of these facilities gave priority to the children of students over those of CUNY employees and were run by a paid director assisted by part-time teachers, volunteers, or work-study students. Half of the facilities were funded by student government monies and the majority had on-campus locations and operated from early morning to early evening. Fees were minimal. A summary of this study appears in Table V-26.

Interviews conducted by members of the CACSW research staff with users and operators of these facilities indicated that there is still a great need for child care facilities and that such facilities are not a luxury but a necessity if women students are to attend college on a par with men.

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14. The comparable figures for Columbia and New York Universities were given by the Alumni Association as 21.9% and 23.9% respectively.
15. The Chancellor's Office listed 127 CUNY Ph.D. recipients employed by CUNY as of June 1972. This list was broken down by sex showing 43 women and 84 men (representing 31% of the women and 27.9% of the men graduates) to have been hired by CUNY institutions. However, this data neglected to state the rank at which these persons were situated. Neither did it indicate how many job openings existed, what percentage of CUNY doctorates had sought employment in the system, nor whether CUNY doctorates were hired in proportion to their availability in relation to candidates from other universities.

TABLE V-24. POST-DOCTORAL WORK ACTIVITY OF CUNY DOCTORAL RECIPIENTS (1965-1972) BY TYPE OF INSTITUTION AND BY SEX

	Higher Educational Institutions	Private Private Industry	Federal and State Government	Non-Profit	Other	Plans Pending	Total
#M	207	62	8	30	2	21	330
#W	92	2	2	22	6	26	150
%M/within Sex	62.7	18.8	2.4	9.1	0.6	6.4	
%W/within Sex	61.3	1.3	1.3	14.7	4.0	17.3	

TABLE V-25. POST-DOCTORAL EDUCATIONAL EMPLOYMENT OF CUNY DOCTORAL RECIPIENTS (1965-1972) BY TYPE OF INSTITUTION AND BY SEX

Type of Colleges	Tenure Bearing Lines								Non-Tenure Bearing Lines								Totals	
	Professor		Associate		Assistant		Instructor		Lecturer		Res. Assoc.		Res. Ass't.		Post-Doc.			
	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W	#M	#W
Public (Senior)	1	0	7	0	71	29	14	8	14	6	9	1	1	0	4	2	121	46
Nat. Science	—	—	4	—	21	—	5	2	4	—	8	1	1	—	3	2		
Prof. Studies	—	—	—	—	12	—	2	—	—	—	—	—	—	—	—	—		
Soc. Science	1	—	2	—	27	12	5	3	6	3	1	—	—	—	1	—		
Humanities	—	—	1	—	11	11	3	2	4	3	—	—	—	—	—	—		
Private (Senior)	1	0	3	2	36	15	2	0	0	0	0	0	0	0	7	2	49	19
Nat. Science	—	—	1	2	10	2	1	—	—	—	—	—	—	—	7	2		
Prof. Studies	—	—	—	—	5	—	—	—	—	—	—	—	—	—	—	—		
Soc. Science	1	—	1	—	16	4	—	—	—	—	—	—	—	—	—	—		
Humanities	—	—	1	—	5	8	1	—	—	—	—	—	—	—	—	—		
Community	0	0	1	0	14	5	2	1	0	2	0	0	0	0	0	0	17	8
Nat. Science	—	—	—	—	8	—	—	1	—	—	—	—	—	—	—	—		
Prof. Studies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Soc. Science	—	—	1	—	5	3	1	—	—	—	—	—	—	—	—	—		
Humanities	—	—	—	—	1	2	—	—	—	—	—	—	—	—	—	—		
Private Sectarian	0	1	0	1	10	2	0	1	0	0	0	0	0	0	0	0	10	5
Nat. Science	—	1	—	1	3	1	—	—	—	—	—	—	—	—	—	—		
Prof. Studies	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—		
Soc. Science	—	—	—	—	5	—	—	—	—	—	—	—	—	—	—	—		
Humanities	—	—	—	—	1	1	—	1	—	—	—	—	—	—	—	—		
Graduate (Medical)	0	0	1	0	2	1	0	1	0	0	0	4	0	1	4	1	7	8
Nat. Science	—	—	1	—	1	—	—	—	—	—	—	1	—	1	—	1		
Prof. Studies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Soc. Science	—	—	—	—	1	1	—	1	—	—	—	2	—		4	—		
Humanities	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	
Total	2	1	12	3	133	52	18	11	14	8	9	5	1	1	15	5	204	86

	Total # Men	Total # Women
Tenure Bearing Lines	165	39
Non-Tenure Bearing Lines	67	19

SOURCE: Personnel and Placement Office at the Graduate School and University Center

TABLE V-26. CHILD CARE FACILITIES AT CUNY COLLEGES: FALL 1971

College	Source of Funds	Cost	Background of Children	Age & No. of Children	Location	Administration & Staffing	Hours
Borough of Manhattan	Student Gov't.	None	priorities: students, staff, faculty, admin.	2-7 years 45 children	campus	2 paid admin., work-study students	M-F 7:45-6PM
Brooklyn	New York City Social Service Admin. by arrangement with New York City Board of Education	50¢ per day	student priority	2-6 years 50 children	campus	volunteer & paid parents, work-study students & education students	M-F 8-6PM
City	Alumni Fund	$15 per year registration, $5 per week for first child, $1 per week for others	15 students: 1 faculty or staff child	2½-5 years 30 children	campus	director, 2 teachers, part-time work-study students; governed by Board of Students, admin., parents & school representatives.	M-F 7:45-5PM
Graduate School and University Center	GSUC Funds including faculty line for director	75¢ per hour for students, $1.25 per hour for faculty & staff	equal numbers of students, faculty and staff children	2½-5½ years 22 children	campus	director, 2 half-time assistants	M-F 9-5PM
Hunter	Hunter College Assoc. Student Gov't. misc. outside money	none	priority based on need	1 month-school age; 50 children	campus	student-run	M-F 8-10PM
John Jay	college funds, private foundation	$20 per month	student priority	2-5 years	campus	director, work-study students	M-F 8:30-5PM
Kingsborough	student gov't.	$10 per year registration. $4 per month requested	students only	2-5½ years 15 children	campus	director, work-study students, 2 teachers, mothers	M-F 8-6PM

TABLE V-26 (continued)

College	Source of Funds	Cost	Background of Children	Age & No. of Children	Location	Administration & Staffing	Hours
Lehman	Human Resources Administration	sliding fee	half student, half community	2-6 years 25 children	local church	director, 4½ paid teachers, work-study students, volunteers	M-F 8-6PM
Richmond	student gov't.	sliding fee	student priority	2-5 years 28 children	storefront near campus	director, work-study students	M-F 8:30-6:30PM
Queensborough	(use of facility at Creedmore Hospital)	sliding fee	student priority	3-5 years	Creedmoor		M-F 9-5PM
Staten Island	student gov't.	$5 per week	student priority	2-6 years 33 children	campus	director, part-time teacher, work-study students	M-F 7:45-6PM

SOURCE: Office of University Relations, mimeographed compilation (January 1972)

CHAPTER VI: OTHER PROBLEM AREAS

This chapter expands the quantitative analysis of the previous chapters by examining certain non-quantitative aspects of the status of women. Although many facets of the CUNY system could be covered, only those factors considered by the Committee to be directly related to the status of women were reviewed. These include: affirmative action, fringe benefits, and grievance procedures.[1]

A. AFFIRMATIVE ACTION

Executive Order 11246, as amended, became effective October 14, 1968. It prohibits employment discrimination on the basis of sex (as well as race, color, religion, or national origin) by federal contractors. The Office of Federal Contract Compliance (OFCC) in the Department of Labor, which enforces the Executive Order, issued "Order No. 4" on January 30, 1970, requiring federal contractors to take affirmative action particularly in setting goals and timetables for the employment of minorities. "Revised Order No. 4" appeared in the *Federal Register* of December 4, 1971. It required contractors to establish goals and timetables for women and gave contractors 120 days (until April 2, 1972) to incorporate affirmative action requirements for women into their existing affirmative action plans.

In order to ascertain how the Executive Order and its implementing guidelines have been applied at CUNY, the Committee surveyed the various college affirmative action plans and committees. When it became apparent that CUNY had not undertaken an examination of its current staff in relation to the available employment pool(s), as required under Revised Order No. 4, the Committee developed several bases for judging the University's "utilization" status.

Plans

The first report on the University's affirmative action policy was published in November 1971. Most outstanding in this report was the requirement that each of the CUNY colleges develop a policy statement and program on affirmative action "to accomplish the University goals for expanding equal employment opportunities for females and minorities." Colleges were asked to collect and to tabulate information about the current ethnic and sex composition of their teaching and non-teaching staffs in all departments and titles. In light of these self-evaluations, they were to define affirmative action goals and develop five-year timetables for their achievement. The University plan stated that women composed 30% of the University-wide workforce and implied that each individual unit within the CUNY system was to meet this minimal standard of female representation. It required the college plans to be submitted in writing to the University Affirmative Action Committee for review by December 1, 1971.

To the extent that the University affirmative action report functioned as a guideline for the CUNY colleges, it lacked clearly stated objectives concerning women upon which the individual colleges could formulate their affirmative action plans. It provided no concrete goals or timetables beyond the platitudinous objective of "equal employment opportunity regardless of race, creed, age, color, national origin, or sex." It neither discussed women members of the CUNY workforce in terms of their occupational

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1. The operation of informal anti-nepotism policies was also briefly examined by the CACSW. Although CUNY is a non-mayoral city agency and therefore forbidden from engaging in anti-nepotistic practices, the BHE bylaws do not include a formal anti-nepotism provision which would forbid discriminatory treatment against one member of a family (e.g., married couple). Thus, certain colleges and departments have invoked nepotistic practices to bar women. Testimony at the Committee's public hearings revealed several instances in which a female faculty member received inequitable treatment because she was married to a male faculty member who taught in the same CUNY college. Within the CACSW's ten department sample, one data instance was noted in which a female faculty member at Queens College's biology department remained a lecturer for 18 years while her husband was successively promoted to full professor. Suddenly, in 1966, she was promoted to full professor. Despite this reversal of the department's anti-nepotism stance, her financial loss over the years remains substantial.

category or rank distribution nor did it urge the colleges to relate their current employment profiles to national or local availability pools. Finally, the supporting data analysis presented with the University plan was constructed so that cross-tabulations of sex by race could not be made.

In April 1972 the Committee undertook a review of individual college plans in order to assess the performance of the CUNY system with respect to affirmative action. The plans varied greatly in quantity and quality. Each had been written prior to the issuance of Revised Order No. 4, a factor which might account for their overall disregard for women.[2] Over half were in the form of short personal letters from the college presidents to the head of the University Affirmative Action Office confirming belief in the principle of equal employment opportunity. Few contained specific programs or proposals to improve the status of women. Two colleges (Hostos and New York City Community Colleges) did not even mention women as a distinct category in their plans. In general the most thoughtful comments concerning women related to the secretarial and clerical staffs and were in reference to the need to recruit more ethnic minority women into these positions.

Less than half of the college plans presented goals or timetables relevant to women and none of those were developed by hiring unit—i.e., by department or division. In one instance (Bronx Community College) where such information was given, decreasing percentages of women in certain employment areas were projected. When proposals for future action were given they were based on the 30% average of women currently employed in the University as a whole.

One-third of the colleges (Brooklyn, Hunter, John Jay, Medgar Evers, Queens, Queenborough Community, and York Colleges) expressed satisfaction with the current status of women on their campuses. Brooklyn College considered its proportion of women to be "very close to the desired ratio." "At the present time," the Hunter College report stated, "we are quite close and reaching the goals within the five-year-period is relatively simple." John Jay College indicated that the current percentage of women faculty was "creditably high." Queensborough Community College felt that it was "quite close" to its affirmative action goals. Finally, York College commented: "Evidently the principal objectives of affirmative action have been met although the percentages . . . of females are slightly higher at the junior ranks." Where discrimination against women was recognized, it was usually said to be confined to certain fields (or ranks) necessitating no overall college attention. Only two colleges (Baruch and Queensborough Community College) stated that they planned to retain records on all hiring transactions.

In sum, few college plans took seriously the need for affirmative action in relation to women. However, in the Committee's opinion, the attitude toward women found in these college plans was less deleterious than the University's disregard for Revised Order No. 4, as evidenced at the Committee's public hearings held in February and April 1972 and its lack of leadership in revising CUNY's overall affirmative action program.

Committees

The University affirmative action report mandated each college to appoint an affirmative action coordinator from among its senior ranks. It further suggested the appointment of an advisory committee on each campus "with composition appropriate to its purposes" to advise and assist the college in connection with its personnel policies. The Committee conducted two surveys of the composition of these appointive bodies.

The initial survey discovered only four functional committees. Rather than evaluate their composition, the Committee forwarded this information to the Chancellor who subsequently requested from each college president information on the composition of each college's affirmative action committee. This occurred in June 1972. In September 1972, the Committee again surveyed the colleges and discovered

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2. To the best of the Committee's knowledge, by the end of 1972, the University Affirmative Action Office had not established policy reflective of Revised Order No. 4. It had neither informed the individual colleges of the existence of the Order nor had it required the colleges to conform their plans to the changed federal guidelines.

that an affirmative action committee existed on almost all of the campuses.

Although there was noticeable variation in the size (ranging from four to 20 members) and composition of these newly constituted committees, overall women formed nearly half (45.7%) of the senior college and over one-third (36.7%) of the community college committee memberships. Despite this slight overutilization of women in comparison to their presence within the CUNY system, males dominated over half (11) of the college affirmative action committees: eight had over 60% male representation (Borough of Manhattan Community, Bronx Community, Brooklyn, Hostos Community, Hunter, New York City Community, Richmond, and Staten Island Community Colleges).

These newly constituted committees seemed quite prestigious although they were not necessarily representative of the CUNY community. As shown in Table VI-1, 63.7% of the senior and 66.1% of the community college members were high ranking administrators or faculty members. Eleven percent of the senior and 21.1% of the community college members were in the dean series; 6.7% of the senior and 14.1% of the community college committee members were departmental chairpersons; and 33.3% of the senior and 23.9% of the community college affirmative action committee members were in tenure bearing lines. Lecturers (full-time and part-time), instructors, and the adjunct series formed only 7.6% of the senior and 4.2% of the community college members. Non-instructional staff persons and students were rarely represented: there were five students among the senior college committees, one of whom was female, and four Gittleson employees among all the committees combined.

Representation of racial and ethnic groups neither varied significantly between the sexes nor between the senior and community college committees, with the exception that more of the men (68.6%) than of the women (50%) senior college affirmative action committee members were white. Overall, 62% of the affirmative action committee members were white, 24.7% were black, 10.7% were hispanic, and 2.7% were oriental. White male domination was apparent on one-third of these committees: Hunter College, 80%; Bronx Community and Richmond Colleges, 62.5%; New York City Community College, 60%; and John Jay and York Colleges, 50%. This information may be consulted in Table VI-2.[3]

Availability

Determining the proportion of women who are available for employment on a given college faculty is a complicated matter. Although Revised Order No. 4 requires the inclusion in every affirmative action plan of a "utilization analysis" comparing by job categories a university's current staff to an available employment pool of women and minorities, an explicit standard for constructing an availability index for academic personnel has not been established.

Accordingly, the Higher Education Guidelines to EO 11246 as amended, released by the U.S. Department of Health, Education, and Welfare, make several recommendations on the development of availability pools. The guidelines consider the recruitment area for academic personnel to be national unless the contractor appoints a large number of new faculty from a particular group of feeder colleges and universities. In this latter case, the feeder schools are to be used to constitute the recruitment pool if their output of women faculty is higher than the national average. When national recruitment is practiced, HEW recommends that availability for senior level academic positions be determined by data available from either the National Science Foundation or the U.S. Office of Education's annual reports on earned degrees. Availability data for women in junior level academic positions may also take into consideration current graduate school enrollments.

In accordance with these guidelines, several computations of the number of women in the labor force available for academic employment were developed by the Committee and are presented in Tables VI-3 through VI-8. This compilation of availability data is presented as a measure of CUNY's role as an

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3. The totals for the composition of the college-based affirmative action committees are slightly different for sex and for race. This arises from definitional and reporting differences between the Chancellor's survey and the data collected by the University Affirmative Action Office.

TABLE VI-1. OCCUPATIONAL REPRESENTATION ON AFFIRMATIVE ACTION COMMITTEES AT THE SENIOR AND COMMUNITY COLLEGES: SUMMER 1972

	Administration		Faculty				Non-Instructional Staff**	Students	Other	Totals
	Deans	Other*	Chairpersons	Tenure Bearing	Non Tenure Bearing	Student Personnel Services				
Senior Colleges										
#	12	20	7	35	8	7	3(2)	5	6	105
%	11.4	19.0	6.7	33.3	7.6	6.7	2.9(1.9)	4.8	5.7	100.0
Community Colleges										
#	15	15	10	17	3	2	6(2)	0	1	71
%	21.1	21.1	14.1	23.9	4.2	2.8	8.5(2.8)	0.0	1.4	100.0

*Includes college presidents, vice presidents (provosts); dean, business manager, HEO, registrar, and director series; and chief librarian.
**Numbers in parentheses represent secretarial and clerical staff persons.

SOURCE: Office of the Chancellor; University Affirmative Action Office

equal opportunity employer: the tables, computed on a departmental basis for the ten selected disciplines at the senior colleges, indicate where current faculty staffing patterns do and do not represent an equitable proportion of the available female employment pool. Thus, the tables may be used to identify areas where goals and timetables for the recruitment of women are needed within City University. The Committee recommends the setting of goals by the faculty and administration within the appropriate hiring units (i.e., departments or divisions).

Table VI-3 presents the utilization analysis most often developed by institutions of higher education. It compares the proportion of women on the faculties of the senior college departments in the Committee's selected disciplines with the percentage of advanced degrees awarded to women nationally between 1960-69. This comparison indicates that half of the disciplines (biology, history, mathematics, philosophy, and psychology) surveyed employ women to the extent that they are available.[4] Only two (business and political science) employ a greater percent of women than might be expected and in neither case is the gap between the proportion of women faculty members and the national availability of women greater than 4%. Three disciplines (education, English, and music) employ a lesser percentage of women than should be the case given their availability. Departments of English employ between 19.4% and 52.4% women; overall 40.9% of the English faculty are women. These figures may be measured against the national availability of women in the discipline which is 50.2%. In the discipline of education, 45.5% of the faculty at the senior colleges is female, whereas the national availability index for women in the discipline is 50.5%. For music, the comparable figures are 29.1% and 36.6%.

Because the national data presented in Table VI-3 could serve only as a partial guide in estimating the availability of women in selected academic fields, the Committee undertook further measurements. Table VI-4 contrasts the percent representation of women in the selected disciplines with the percent of women who received advanced degrees in those fields during 1969-70, the most current academic year for which data could be assembled. This is presented nationally, locally, and for the primary CUNY feeder colleges and universities. The Committee defined the local pool as all higher educational institutions within commuting distance from New York City.[5] The feeder pool included those institutions which traditionally supply CUNY with a large percentage of its faculty.[6]

From Table VI-4, it is apparent that the availability of women to the CUNY community is heavily skewed in the direction of the local and feeder employment pools. In comparison to these pools, women are underrepresented in nearly all disciplines (business and philosophy being the only local index exceptions; business, the only feeder index exception). Examined against the national availability pool, women are underutilized in six of ten disciplines (biology, English, history, mathematics, music, and psychology).

For example, in the discipline of psychology, the national availability index is 30.6% while the local index is 44.9% and the feeder pool index is 41.4%. In the discipline of history, the national availability index is 29.4%, the local index is 35.9%, and the feeder pool index is 37.9%. Women constitute 27.7% of the psychologists and 24.2% of the historians at the CUNY senior colleges, figures which show not only that women are underutilized in comparison to all three availability pools but also that the "utilization gap"

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4. When only the percent of doctorates awarded to women nationally is used as an index of availability, the proportion of women employed by each of the departments seems to considerably exceed their availability. However, statistics for 1970 from the University Affirmative Action Office and the CUNY report, *Degree Status: Institution of Higher Degree* (Office of Data Collection and Evaluation, November 1971), showed that only half (51-52%) of the full-time CUNY faculty held doctorates, making invalid a comparison between the proportion of women on a college faculty and the percentage of doctorates earned by women nationally. Accordingly, Table VI-3 focuses on all graduate degrees rather than solely on doctoral degrees.
5. The CACSW local availability pool was constructed from among the following colleges and universities: Adelphi, CUNY, Columbia, Cooper Union, Fordham, Hofstra, Julliard, Long Island University, Manhattan, Manhattan School of Music, Manhattanville, New School, New York, Pace, Polytechnic, Pratt, St. Johns, Sarah Lawrence, Wagner, Yeshiva, Seton Hall, Fairleigh Dickenson, Rutgers, and Princeton.
6. In 1969-70, ten institutions supplied 65% of CUNY faculty holding doctorates. Of those, five supplied nearly 50% of the CUNY faculty: Columbia—29.8%, NYU—13.5%, Yeshiva—2.3%, Fordham—1.9%, and Rutgers—1.9%. The CUNY feeder pool developed by the CACSW therefore includes these five colleges and CUNY itself.

TABLE VI-2. ETHNIC REPRESENTATION ON AFFIRMATIVE ACTION COMMITTEES AT THE SENIOR AND COMMUNITY COLLEGES: SUMMER 1972

	Black	White	Hispanic	Oriental	Totals
Senior Colleges	23	53	8	3	87
Community Colleges	14	40	8	1	63
Totals	37	93	16	4	150
Percents (Total)	24.7	62.0	10.7	2.7	100.0

SOURCE: University Affirmative Action Office

TABLE VI-3. COMPARISON OF PROPORTION OF WOMEN FACULTY BY SELECTED DISCIPLINES AT THE SENIOR COLLEGES (FALL 1971) AND PROPORTION OF WOMEN AVAILABLE NATIONALLY (EARNED DEGREES CONFERRED 1960-70)

	CACSW Employment Profile		Earned Degrees Conferred	
Discipline	% Range of Women Employed	Average % Women	% Advanced Degrees Earned By Women Nationally	% Ph.D. Degrees Earned By Women Nationally
Biology	15.4 to 50.0	27.7	25.6	20.1
Business	3.9 to 71.4	6.1	3.2	2.2
Education	15.8 to 52.4	45.5	50.5	19.8
English	19.4 to 52.4	40.9	50.2	28.6
History	14.8 to 48.7	24.2	24.8	11.9
Mathematics	0.0 to 34.8	19.4	19.5	6.6
Music	10.0 to 51.2	29.1	36.6	13.4
Philosophy	0.0 to 30.0	15.9	15.1	9.7
Political Science	0.0 to 27.6	20.1	16.3	9.4
Psychology	19.5 to 36.4	27.7	25.8	19.7

SOURCE: CACSW Employment Profile; U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, *Earned Degrees Conferred: Bachelor's and Higher Degrees,* annual data, 1960-61 to 1964-65; U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, *Earned Degrees Conferred: Institutional Data,* 1965-66 to 1969-70.

TABLE VI-4. COMPARISON OF PROPORTION OF WOMEN FACULTY BY SELECTED DISCIPLINES AT THE SENIOR COLLEGES (FALL 1971) AND PROPORTION OF WOMEN WITH ADVANCED DEGREES AVAILABLE NATIONALLY, LOCALLY, AND AMONG CUNY FEEDER COLLEGES (EARNED DEGREES CONFERRED 1969-70)

	CACSW Employment Profile		Earned Degrees Conferred		
Discipline	% Range of Women Employed	Average % Women	National Avlbty. Pool	Local Avlbty. Pool	Feeder Avlbty. Pool
Biology	15.4 to 50.0	27.7	30.2	32.6	44.9
Business	3.9 to 71.4	6.1	3.2	2.8	3.0
Education	15.8 to 52.4	45.5	38.6	68.7	80.7
English	19.4 to 52.4	40.9	57.2	56.6	60.7
History	14.8 to 48.7	24.2	29.4	35.9	37.9
Mathematics	0.0 to 34.8	19.4	26.0	29.7	30.5
Music	10.0 to 51.2	29.1	43.0	42.7	51.5
Philosophy	0.0 to 30.0	15.9	15.0	13.5	17.5
Political Science	0.0 to 27.6	20.1	18.9	27.8	30.5
Psychology	19.5 to 36.4	27.7	30.6	44.9	41.4

SOURCE: CACSW Employment Profile; U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, *Earned Degrees Conferred: 1969-70 Institutional Data.*

TABLE VI-5. COMPARISON OF PROPORTION OF WOMEN FACULTY BY RANK AND BY SELECTED DISCIPLINES AT THE SENIOR COLLEGES (FALL 1971) AND PROPORTION OF WOMEN WITH ADVANCED DEGREES AVAILABLE LOCALLY (EARNED DEGREES CONFERRED 1969-70)

	Tenure Bearing Lines		Non-Tenure Bearing Lines			
Discipline	% Women /Total (CACSW)	% Women Available (EDC)	Instructor % Women /Total (CACSW)	Lecturer (F-T & P-T) % Women /Total (CACSW)	Adjunct Series % Women /Total (CACSW)	% Women Available (EDC)
Biology	24.2	20.3	21.7	24.6	37.5	32.6
Business	8.4	5.4	9.1	4.3	5.6	2.8
Education	41.0	38.6	52.8	60.2	43.3	68.7
English	26.6	36.7	41.3	57.7	48.4	56.6
History	23.8	20.6	33.3	23.1	22.7	35.9
Mathematics	17.6	8.2	6.6	31.4	19.8	29.7
Music	18.3	20.0	41.4	46.2	32.5	42.7
Philosophy	13.2	12.2	14.3	22.2	19.2	13.5
Political Science	17.1	12.6	25.5	11.1	24.4	27.8
Psychology	19.6	36.1	42.1	42.8	30.3	44.9

SOURCE: CACSW Employment Profile; U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, *Earned Degrees Conferred: 1969-70 Institutional Data.*

becomes more pronounced when the local and feeder pools are used as indicators of availability.

Of the ten disciplines, the "utilization gap" is most pronounced in the discipline of education: the national availability index is 38.6% while the local index is 68.7% and the feeder pool index is 80.7%. As already noted, 45.5% of women are currently employed in the discipline at the CUNY senior colleges, indicating that women are utilized in proportion to their availability only when measured against the local and feeder availability figures.

When calculated in terms of rank representation, it appears that among the tenure bearing ranks CUNY is employing women to the extent that they are available (English, music, and psychology being the exceptions). This is not true among the non-tenure bearing ranks. At the instructor rank the percent of women faculty employed falls below the local availability pool in eight of the ten disciplines (business and philosophy being the exceptions) with the "utilization gap" being especially wide in four of the disciplines (biology, education, English, and mathematics). At the lecturer (full-time and part-time) ranks half of the disciplines (biology, education, history, political science, and psychology) fall below the local index; three disciplines (English, mathematics, and music) employ women to the extent that they are available, while the remaining two disciplines (business and philosophy) show an employment profile that exceeds the minimum availability of women reflected by the local index. For the adjunct titles, the availability analysis shows underutilization of women in seven of the ten disciplines (education, English, history, mathematics, music, political science, and psychology). This data may be consulted in Table VI-5.

Table VI-6 compares the proportion of women employed at the senior ranks of associate and full professor against various national, local, and feeder availability pools. At these ranks, the disciplines show profiles of female employment that approximate or exceed the national availability pools, approximate the local pool, and fall below the feeder pools. Four disciplines (business, education, history, and mathematics) are above the 1965-70 national indices of female availability at both ranks; two disciplines (biology and political science) are equal; and four disciplines (English, music, psychology, and philosophy) are below. Two disciplines (English and music) fall below the 1965-70 national index at the full professor rank, but are equal at the associate rank; one discipline (history) is equal at the full professor rank but above at the associate profet sor level; one discipline (philosophy) falls below at the full professor rank but is above at the associate professor level. Comparing the employment data for these ranks with the 1969-70 national availability data begets a similar analysis.

Measured against the feeder availability pools, the employment of women at the senior ranks falls below their availability in seven of the ten disciplines (biology, education, English, music, philosophy, political science, and psychology). It is noticeably disparate with their availability in five of these fields (biology and political science being the exceptions). The remaining disciplines demonstrate mixed profiles, employing women below their minimum availability in one rank but above in the other. Only one discipline (business) employs women at a rate in excess of their minimum availability at both ranks.

At the junior level position of assistant professor, as presented in Table VI-7, the employment of women as measured by the percent of doctorate degrees conferred during the 1969-70 academic year tends to exceed both their national and local availability (English and psychology being the local pool exceptions). It falls below their availability at the CUNY feeder colleges in four of the ten disciplines (education, English, music, and psychology).

Given the fact that the availability of academic women increases noticeably in the majority of the disciplines as one moves from the national to the feeder availability pools, it is evident that, in accordance with HEW recommendations, the availability base for CUNY must be the percentage of degrees awarded to women by the key feeder colleges. When this index is used, the data indicates underutilization of women, with the greatest discrepancies between availability and academic employment found at the lower level positions. Within the selected disciplines, it appears that the situation for women is most unfavorable in three of the fields most strongly identified with women: education, English, and psychology.

Tables VI-8A through VI-8J present a comparison between the proportion of women *at selected ranks* in academic departments and the proportion of degrees awarded to women from the CUNY feeder col-

TABLE VI-6. COMPARISON OF PROPORTION OF WOMEN FACULTY BY RANK AND BY SELECTED DISCIPLINES AT THE SENIOR COLLEGES (FALL 1971) AND PROPORTION OF WOMEN WITH DOCTORAL DEGREES AVAILABLE NATIONALLY, LOCALLY, AND AMONG CUNY FEEDER COLLEGES (EARNED DOCTORATES CONFERRED 1965-70 AND 1969-70): ASSOCIATE AND FULL PROFESSORS

	CACSW Employment Profile			National Availability Pools		Local Availability Pool	Feeder Availability Pools	
Discipline	% W/Total Professor	% W/Total Associate	% W/Total Combined	1965-70	1969-70	1969-70	1965-70	1969-70
Biology	21.7	21.6	21.6	21.7	19.9	20.3	31.6	26.1
Business	4.5	6.7	5.4	2.6	1.4	5.4	4.0	0.0
Education	33.3	41.5	38.0	19.5	22.3	38.6	50.5	63.2
English	17.3	27.3	23.0	27.6	30.9	36.7	34.4	41.9
History	15.7	27.9	21.3	13.2	13.0	20.6	19.7	21.6
Mathematics	10.8	20.0	15.9	6.7	7.4	8.2	13.2	10.4
Music	5.4	15.4	9.5	14.6	14.7	20.0	29.2	42.9
Philosophy	4.0	13.3	7.5	9.7	11.9	12.2	16.1	16.1
Political Science	10.9	13.0	11.6	11.0	10.6	12.6	14.1	14.1
Psychology	15.7	16.7	16.2	21.4	22.6	36.1	38.9	34.2

SOURCE: CACSW Employment Profile; CACSW Local Availability Profile; CACSW Feeder Availability Profile; U.S. Department of Health, Education, and Welfare, Office of Education, National Center for Educational Statistics, *Earned Degrees Conferred: Institutional Data*, 1965-66 to 1969-70.

TABLE VI-7. COMPARISON OF PROPORTION OF WOMEN FACULTY BY RANK AND BY SELECTED DISCIPLINES AT THE SENIOR COLLEGES (FALL 1971) AND PROPORTION OF WOMEN WITH DOCTORAL DEGREES AVAILABLE NATIONALLY (EARNED DOCTORATES CONFERRED 1969-70): ASSISTANT PROFESSORS

Discipline	CACSW Employment Profile	% Ph.D. Degrees Earned by Women Nationally	% Ph.D. Degrees Earned by Women Locally	% Ph.D. Degrees Earned by Women from CUNY Feeder Colleges
Biology	28.1	19.9	20.3	26.1
Business	11.8	1.4	5.4	0.0
Education	43.7	22.3	38.6	63.2
English	30.3	30.9	36.7	41.9
History	26.4	13.0	20.6	21.6
Mathematics	18.8	1.4	8.2	10.4
Music	26.5	14.7	20.0	42.9
Philosophy	19.4	11.9	12.2	16.1
Political Science	22.5	10.6	12.6	14.1
Psychology	23.0	22.6	36.1	34.2

SOURCE: CACSW Employment Profile; U.S. Department of Health, Education and Welfare, Bureau of Research and Development and the National Center for Educational Statistics, *Earned Degrees Conferred: 1969-70 Institutional Data.*

leges. The appropriate feeder pools vary for the different disciplines and ranks: doctorate degrees granted constitute the availability index for faculty in the tenure bearing titles. For the non-tenure bearing ranks, the pools of available academic staff were constructed from among those who had completed advanced degrees at the feeder colleges. This data was compiled for the five-year period, 1965-70 and for the one-year period, 1969-70, thus making it possible to conduct two availability reviews of each department at the selected ranks.[7]

The availability review for the ten English departments, for example, appears in Table VI-8D. At the associate and full professor rank, eight of the ten departments fall below the 1965-70 availability index; nine of the ten departments fall below the 1969-70 index. At the assistant professor rank, six of the ten departments underutilize women when measured against the 1965-70 availability index; all of the departments underutilize women when compared against the 1969-70 index. All of the departments fall below the 1969-70 availability figure at the instructor level, over half (5 of 9) at the lecturer (full-time and part-time) ranks, and over two-thirds (7 of 10) when the adjunct titles are considered.

Among education departments a similar picture emerges. Based on 1969-70 availability, all of the departments are deficient in their employment of women at each of the ranks with two exceptions (Brooklyn College, lecturer [full-time] and York College, adjunct titles). (See Table VI-8C.) The availability analysis of the psychology departments shows no variance from the established pattern: all of the departments are deficient in their employment of women in senior level positions and six of eight departments (Lehman and York Colleges being the exceptions) are similarly deficient at the assistant professor rank. (See Table VI-8J.)

The Committee contrasted the above feeder pool availability analysis (Tables VI-8A to VI-8J) with the presence of women rank-by-rank in the individual departments. This comparison, presented in Tables VI-9A and VI-9B, makes it apparent that *all* of the departments exclude available women in terms of both *recruitment* and *promotion*. Table VI-9A shows that in few cases is the percent of females at a given rank equal to or greater than the percent of women in the 1965-70 availability pool. Thus, for the senior level positions (associate and full professor combined) the disciplines can be described as follows: women are *underutilized* in 77.8% (7 of 9) of the biology departments, 33.3% (1 of 3) of the business departments, 87.5% (7 of 8) of the education departments, 80% (8 of 10) of the English departments, 62.5% (5 of 8) of the history departments, 55.6% (5 of 9) of the mathematics departments, 75% (6 of 8) of the music departments, 83.3% (5 of 6) of the philosophy departments, 50% (4 of 8) of the political science departments, and 100% (8 of 8) of the psychology departments. A similar pattern results when the remaining ranks are analyzed and when the 1969-70 feeder availability pools are used to measure the utilization of female faculty, as presented in Table VI-9B.

B. FRINGE BENEFITS

Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment based on sex. It is en-

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7. HEW guidelines for higher educational institutions suggest that the availability pool of women for junior level positions be determined by considering the number (and percent) of earned degrees for the last five years plus current graduate school enrollments. The CACSW feeder pools do not include graduate school enrollment figures so they may be considered to understate the number of available women. By implication, the number (and percent) of women available for senior level positions would be developed from data on doctorate degrees earned in the years preceding the last five years. The CACSW compiled such data on a national basis for its ten selected disciplines in five- and ten-year time segments since 1940. Because the feeder pools are the appropriate availability index for female employment at CUNY, this data is not presented. It may be consulted by written request to the Committee.

The Committee's Feeder Availability Profile included 75 departments in its ten selected disciplines at the senior colleges and resulted in the construction of 668 availability indexes by rank (334 for the 1965-70 and the 1969-70 time-segments). Tables VI-8A through VI-8J show the departmental breakdown of the Committee's Employment Profile as presented in Chapter III, Appendix C. The tables also include the Committee's Feeder Availability Profile.

TABLES VI-8A to VI-8J. COMPARISON OF DEPARTMENTAL PARTICIPATION RATE OF WOMEN FACULTY BY RANK AND BY SELECTED DISCIPLINES AT THE SENIOR COLLEGES (FALL 1971) AND THE PROPORTION OF WOMEN AVAILABLE FROM THE PRIMARY CUNY FEEDER COLLEGES AND UNIVERSITIES (EARNED DEGREES CONFERRED 1965-1970)*

TABLE VI-8A. BIOLOGY DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(1/2)	(4/25)	(2/22)	(8/18)	(0/2)	(2/9)	(1/4)	(3/14)		(0/1)
	%W	50.0	16.0	9.1	44.4	0.0	22.2	25.0	21.4		0.0
Assistant	W/T		(3/11)	(1/15)	(5/7)	(1/8)	(3/8)	(2/3)	(2/10)		(1/2)
	%W		27.3	6.7	71.4	12.5	37.5	66.7	20.0		50.0

Non-Tenure Bearing Ranks											
Instructor	W/T	(1/1)	(1/8)	(0/2)	(1/4)		(1/1)	(0/2)	(1/2)		(0/3)
	%W	100.0	12.5	0.0	25.0		100.0	0.0	50.0		0.0
Lect. (FT)	W/T	(2/3)						(1/1)			
	%W	66.7						100.0			
All Adjuncts	W/T	(3/8)	(4/12)	(2/9)	(18/40)	(1/3)	(6/17)	(0/2)	(1/4)		(1/1)
	%W	37.5	33.3	22.2	45.0	33.3	31.6	0.0	25.0		100.0

Feeder Pools (%W) Ph.D. Degrees Conferred	
1965-70	1969-70
31.6	26.1
31.6	26.1

Advanced Degrees Conferred	
43.5	44.9
43.5	44.9
43.5	44.9

*The exclusion of data in Tables 8A-8J indicates the absence of departments or personnel at certain ranks within departments.

SOURCE: CACSW Employment Profile; CACSW Feeder Availability Profile. The CACSW Feeder Availability Pool was constructed from among five universities—Columbia, New York, Yeshiva, Fordam, and Rutgers—and CUNY Colleges.

TABLE VI-8B. BUSINESS DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/32)			(1/2)			(1/3)			
	%W	0.0			50.0			33.3			
Assistant	W/T	(2/28)			(1/1)			(1/5)			
	%W	7.2			100.0			20.0			
Non-Tenure Bearing Ranks											
Instructor	W/T	(0/8)			(1/1)			(0/2)			
	%W	0.0			100.0			0.0			
Lect. (FT)	W/T	(1/29)			(0/1)			(0/3)			
	%W	3.4			0.0			0.0			
All Adjuncts	W/T	(6/223)			(7/9)			(0/1)			
	%W	2.7			77.8			0.0			

Feeder Pools (%W) Ph.D. Degrees Conferred	
1965-70	1969-70
4.0	0.0
4.0	0.0
2.4	3.0
2.4	3.0
2.4	3.0

Advanced Degrees Conferred	

TABLE VI-8C. EDUCATION DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(1/7)	(18/48)	(8/19)	(14/27)		(5/21)		(22/51)	(1/9)	(1/2)
	%W	14.3	37.5	42.1	51.9		23.8		43.1	11.1	50.0
Assistant	W/T	(1/7)	(26/47)	(4/11)	(13/22)		(12/26)		(24/69)	(7/19)	(6/11)
	%W	14.3	55.3	36.4	59.2		46.2		34.8	36.8	54.5

Non-Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Instructor	W/T	(0/1)	(29/47)	(5/17)			(3/8)		(8/16)	(6/9)	(6/10)
	%W	0.0	61.7	29.4			37.5		50.0	66.7	60.0
Lect. (FT)	W/T		(11/13)	(5/9)	(4/5)		(15/25)		(20/41)	(2/3)	(0/1)
	%W		84.6	55.5	80.0		60.0		48.8	66.7	0.0
All Adjuncts	W/T	(0/3)	(21/62)	(4/12)	(12/28)		(26/61)		(38/77)	(7/12)	(5/6)
	%W	0.0	33.9	33.3	42.9		42.6		49.4	58.3	83.3

Feeder Pools (%W)
Ph.D. Degrees Conferred

1965-70	1969-70
50.5	63.2
50.5	63.2

Advanced Degrees Conferred

81.7	80.7
81.7	80.7
81.7	80.7

TABLE VI-8D. ENGLISH DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/5)	(8/34)	(4/43)	(7/28)	(0/1)	(5/14)	(3/4)	(12/35)	(0/9)	(0/1)
	%W	0.0	23.5	9.3	25.0	0.0	35.7	75.0	34.3	0.0	0.0
Assistant	W/T	(6/15)	(8/21)	(12/39)	(6/16)	(5/15)	(3/12)	(0/4)	(5/28)	(4/15)	(4/10)
	%W	40.0	38.1	30.8	37.5	33.3	25.0	0.0	17.8	26.7	40.0

Non-Tenure Bearing Ranks											
Instructor	W/T		(12/21)	(10/34)	(12/29)	(5/11)	(2/5)	(0/2)	(5/9)	(1/5)	(3/5)
	%W		57.1	29.4	41.4	45.5	40.0	0.0	55.6	20.0	60.0
Lect. (FT)	W/T	(8/15)	(6/22)	(14/27)	(5/8)	(1/1)	(6/13)	(1/2)	(18/27)		(2/2)
	%W	53.3	27.3	51.8	62.5	100.0	46.2	50.0	66.7		100.0
All Adjuncts	W/T	(22/46)	(25/47)	(3/11)	(26/43)	(6/8)	(6/17)	(4/4)	(9/32)	(0/2)	(2/3)
	%W	47.8	53.2	27.3	60.5	75.0	35.3	100.0	28.1	0.0	66.7

Feeder Pools (%W) Ph.D. Degrees Conferred	
1965-70	1969-70
34.4	41.9
34.4	41.9

Advanced Degrees Conferred	
56.6	60.7
56.6	60.7
56.6	60.7

TABLE VI-8E. HISTORY DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/2)	(9/22)	(1/20)	(5/12)	(1/5)	(2/12)		(2/19)		(0/2)
	%W	0.0	40.1	5.0	41.7	20.0	16.7		10.5		0.0
Assistant	W/T	(3/5)	(0/8)	(2/17)	(9/10)	(6/22)	(2/6)		(0/13)	(0/1)	(1/5)
	%W	60.0	0.0	11.8	90.0	27.3	33.3		0.0	0.0	20.0

Non-Tenure Bearing Ranks											
Instructor	W/T		(1/3)	(2/6)	(2/6)	(2/6)	(0/2)		(1/1)	(0/2)	(1/1)
	%W		33.3	33.3	33.3	33.3	0.0		100.0	0.0	100.0
Lect. (FT)	W/T	(1/5)	(1/3)	(1/4)	(1/2)	(0/1)	(0/5)		(1/9)	(0/1)	
	%W	20.0	33.3	25.0	50.0	0.0	0.0		11.1	0.0	
All Adjuncts	W/T	(1/8)	(4/12)	(2/6)	(2/8)	(0/7)	(2/5)		(6/27)	(0/2)	
	%W	12.5	33.3	33.3	25.0	0.0	40.0		22.2	0.0	

Feeder Pools (%W) Ph.D. Degrees Conferred	
1965-70	1969-70
19.7	21.6
19.7	21.6

Advanced Degrees Conferred	
34.0	37.9
34.0	37.9
34.0	37.9

TABLE VI-8F. MATHEMATICS DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/2)	(2/13)	(1/21)	(5/9)	(1/1)	(3/12)		(1/13)	(0/9)	(0/2)
	%W	0.0	15.4	4.8	55.5	100.0	25.0		7.7	0.0	0.0
Assistant	W/T	(3/8)	(5/18)	(4/26)	(4/14)	(1/6)	(1/9)		(3/17)	(1/16)	(0/3)
	%W	37.5	27.8	15.4	28.6	16.7	11.1		17.6	6.3	0.0

Non-Tenure Bearing Ranks											
Instructor	W/T		(1/19)	(2/14)	(1/4)	(0/5)			(0/12)		(0/7)
	%W		5.3	14.3	25.0	0.0			0.0		0.0
Lect. (FT)	W/T	(2/16)	(1/4)	(5/18)	(0/1)	(1/2)	(6/13)		(7/15)	(1/1)	
	%W	12.5	25.0	27.8	0.0	50.0	46.2		46.7	100.0	
All Adjuncts	W/T	(0/13)	(10/47)	(5/23)	(14/43)		(4/21)		(3/15)	(0/17)	(0/3)
	%W	0.0	21.3	21.7	32.6		19.0		20.0	0.0	0.0

Feeder Pools (%W)
Ph.D. Degrees Conferred

1965-70	1969-70
13.2	10.4
13.2	10.4

Advanced Degrees Conferred

33.5	30.5
33.5	30.5
33.5	30.5

TABLE VI-8G. MUSIC DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/1)	(1/16)	(2/6)	(1/7)	(1/5)	(0/4)		(0/23)		(1/1)
	%W	0.0	6.3	33.3	14.3	20.0	0.0		0.0		100.0
Assistant	W/T		(3/20)	(4/9)	(2/8)	(4/9)	(0/2)		(5/18)		(0/2)
	%W		15.0	44.4	25.0	44.4	0.0		27.8		0.0
Non-Tenure Bearing Ranks											
Instructor	W/T		(3/9)	(1/5)	(0/2)	(7/9)	(0/1)		(1/3)		
	%W		33.3	20.0	0.0	77.8	0.0		33.3		
Lect. (FT)	W/T			(4/9)		(3/6)	(0/4)				
	%W			44.4		50.0	0.0				
All Adjuncts	W/T	(0/3)	(8/22)	(4/9)	(4/16)	(6/12)	(2/9)		(12/43)		(0/2)
	%W	0.0	36.4	44.4	25.0	50.0	22.2		27.9		0.0

Feeder Pools (%W) Ph.D. Degrees Conferred 1965-70	1969-70
29.2	42.9
29.2	42.9

Advanced Degrees Conferred	
43.1	51.5
43.1	51.5
43.1	51.5

TABLE VI-8H. PHILOSOPHY DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/1)	(1/8)	(0/10)	(2/7)		(0/3)		(0/11)		
	%W	0.0	12.5	0.0	28.6		0.0		0.0		
Assistant	W/T	(1/2)	(2/6)	(0/7)	(1/3)		(0/7)		(3/8)		(0/3)
	%W	50.0	33.3	0.0	33.3		0.0		37.5		0.0
Non-Tenure Bearing Ranks											
Instructor	W/T		(1/3)		(0/3)				(0/1)		
	%W		33.3		0.0				0.0		
Lect. (FT)	W/T			(0/3)			(0/1)		(0/1)		(0/1)
	%W			0.0			0.0		0.0		0.0
All Adjuncts	W/T	(1/4)	(3/21)	(0/5)	(3/12)		(2/5)		(1/5)		
	%W	25.0	14.3	0.0	25.0		40.0		20.0		

Feeder Pools (%W) Ph.D. Degrees Conferred	
1965-70	1969-70
14.9	16.1
14.9	16.1

Advanced Degrees Conferred	
17.6	17.5
17.6	17.5
17.6	17.5

TABLE VI-8I. POLITICAL SCIENCE DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/2)	(3/15)	(0/12)	(2/15)		(0/7)	(0/3)	(2/8)	(1/7)	
	%W	0.0	20.0	0.0	13.3		0.0	0.0	25.0	14.3	
Assistant	W/T	(2/5)	(0/9)	(1/8)	(1/3)		(2/5)	(0/4)	(2/9)	(8/25)	(0/3)
	%W	40.0	0.0	12.5	33.3		40.0	0.0	22.2	32.0	0.0

Non-Tenure Bearing Ranks											
Instructor	W/T		(6/21)	(1/6)				(0/2)	(1/3)	(4/14)	(0/1)
	%W		28.6	16.7				0.0	33.3	28.6	0.0
Lect. (FT)	W/T	(0/1)					(0/2)	(1/2)	(0/3)	(1/2)	(0/1)
	%W	0.0					0.0	50.0	0.0	50.0	0.0
All Adjuncts	W/T	(2/11)	(2/8)	(2/7)	(3/9)		(2/7)	(1/2)	(1/8)	(6/26)	
	%W	18.2	25.0	28.6	33.3		28.6	50.0	12.5	23.1	

Feeder Pools (%W)
Ph.D. Degrees Conferred

1965-70	1969-70
10.4	14.1
10.4	14.1

Advanced Degrees Conferred

25.9	30.5
25.9	30.5
25.9	30.5

TABLE VI-8J. PSYCHOLOGY DEPARTMENTS

CACSW EMPLOYMENT PROFILE

Tenure Bearing Ranks		Bch	B	CCNY	H	JJ	L	ME	Q	R	Y
Prof. and Associate	W/T	(0/9)	(2/13)	(7/26)	(2/16)	(0/13)	(3/9)		(4/23)		(0/2)
	%W	0.0	15.4	26.9	12.5	0.0	33.3		17.4		0.0
Assistant	W/T	(2/9)	(3/16)	(4/22)	(2/15)	(4/20)	(4/7)		(5/19)		(2/5)
	%W	22.2	18.8	18.2	13.3	20.0	57.1		26.3		40.0
Non-Tenure Bearing Ranks											
Instructor	W/T	(0/1)	(6/24)		(3/4)	(4/6)			(2/2)		(1/1)
	%W	0.0	25.0		75.0	66.7			100.0		100.0
Lect. (FT)	W/T		(2/5)	(0/2)			(2/3)		(2/5)		(0/1)
	%W		40.0	0.0			66.7		40.0		0.0
All Adjuncts	W/T	(4/19)	(2/15)	(26/58)	(10/22)	(3/11)	(4/23)		(10/48)		(1/2)
	%W	21.1	13.3	44.8	40.9	27.3	17.4		20.8		50.0

Feeder Pools (%W) Ph.D. Degrees Conferred	
1965-70	1969-70
38.9	34.2
38.9	34.2

Advanced Degrees Conferred	
36.1	41.4
36.1	41.4
36.1	41.4

TABLE VI-9A. NUMBER AND PERCENT OF DEPARTMENTS EMPLOYING FACULTY WOMEN BELOW THE 1965-70 CUNY FEEDER AVAILABILITY POOL BY RANK AND BY SELECTED DISCIPLINES

Academic Rank		Disciplines Bio.	Bus.	Ed.	Engl.	Hist.	Math.	Music	Phil.	Pol. Sci.	Psy.
Professor & Associate	*%DUW	77.8	33.3	87.5	80.0	62.5	55.6	75.0	83.3	50.0	100.0
	**#DUW/T	(7/9)	(1/3)	(7/8)	(8/10)	(5/8)	(5/9)	(6/8)	(5/6)	(4/8)	(8/8)
Assistant	%DUW	50.0	0.0	62.5	60.0	44.4	33.3	71.4	42.9	33.3	75.0
	#DUW/T	(4/8)	(0/3)	(5/8)	(6/10)	(4/9)	(3/9)	(5/7)	(3/7)	(3/9)	(6/8)
Instructor	%DUW	62.5	66.7	100.0	77.8	75.0	100.0	83.3	66.7	50.0	33.3
	#DUW/T	(5/8)	(2/3)	(7/7)	(7/9)	(6/8)	(6/6)	(5/6)	(2/3)	(3/6)	(2/6)
Lecturer (F-T)	%DUW	0.0	66.7	85.7	55.6	87.5	50.0	33.3	100.0	66.7	40.0
	#DUW/T	(0/2)	(2/3)	(6/7)	(5/9)	(7/8)	(4/8)	(1/3)	(4/4)	(4/6)	(2/5)
All Adjuncts	%DUW	77.8	33.3	87.5	60.0	87.5	100.0	75.0	33.3	50.0	62.5
	#DUW/T	(7/9)	(1/3)	(7/8)	(6/10)	(7/8)	(8/8)	(6/8)	(2/6)	(4/8)	(5/8)

* % of Departments Underutilizing Women

** # of Departments Underutilizing Women/Total Number of Departments

SOURCE: CACSW Employment Profile (departmental breakdown, Tables VI-8A to VI-8J); CACSW Feeder Availability Profile.

TABLE VI-9B. NUMBER AND PERCENT OF DEPARTMENTS EMPLOYING FACULTY WOMEN BELOW THE 1969-70 CUNY FEEDER AVAILABILITY POOL BY RANK AND BY SELECTED DISCIPLINES

Academic Rank		Disciplines Bio.	Bus.	Ed.	Engl.	Hist.	Math.	Music	Phil.	Pol. Sci.	Psy.
Professor & Associate	*%DUW	77.8	33.3	100.0	90.0	75.0	55.6	87.5	83.3	62.5	100.0
	**#DUW/T	(7/9)	(1/3)	(8/8)	(9/10)	(6/8)	(5/9)	(7/8)	(5/6)	(5/8)	(8/8)
Assistant	%DUW	37.5	0.0	100.0	100.0	55.6	22.2	71.4	42.9	44.4	75.0
	#DUW/T	(3/8)	(0/3)	(8/8)	(10/10)	(5/9)	(2/9)	(5/7)	(3/7)	(4/9)	(6/8)
Instructor	%DUW	62.5	66.7	100.0	100.0	75.0	100.0	83.3	66.7	83.3	33.3
	#DUW/T	(5/8)	(2/3)	(7/7)	(9/9)	(6/8)	(6/6)	(5/6)	(2/3)	(5/6)	(2/6)
Lecturer (F-T)	%DUW	0.0	0.0	85.7	55.6	87.5	50.0	100.0	100.0	66.7	80.0
	#DUW/T	(0/2)	(0/3)	(6/7)	(5/9)	(7/8)	(4/8)	(3/3)	(4/4)	(4/6)	(4/5)
All Adjuncts	%DUW	77.8	66.7	87.5	70.0	87.5	87.5	100.0	33.3	66.7	75.0
	#DUW/T	(7/9)	(2/3)	(7/8)	(7/10)	(7/8)	(7/8)	(8/8)	(2/6)	(6/8)	(6/8)

* % of Departments Underutilizing Women

** # of Departments Underutilizing Women/Total Number of Departments

SOURCE: CACSW Employment Profile (departmental breakdown, Tables VI-8A to VI-8J); CACSW Feeder Availability Profile.

forced by the Equal Employment Opportunity Commission (EEOC). On March 31, 1972, the Commission issued "Guidelines on Discrimination Because of Sex" which, among other things, "make it an unlawful employment practice to discriminate between men and women with regard to fringe benefits." The following section summarizes fringe benefits at CUNY as they relate to women.

Maternity Leave

Under EEOC guidelines, it is unlawful for an employer to treat pregnancy differently from other temporary disabilities. The BHE maternity leave policy violates these guidelines by not considering pregnancy as a temporary illness.

BHE Bylaw 13.4 states CUNY policy on maternity leave for employees. As soon as a faculty member becomes aware of her pregnancy she must "forthwith notify" her college president and apply for a leave of absence. This leave without pay is to begin on February 1 or September 1 and last for at least one semester. It may be extended to a maximum of one year, but if the leave is of that duration, there can be no accrual of salary increments.[8]

Although the bylaws do not require maternity leave for CUNY students, the Committee discovered that at least three CUNY colleges and the Graduate School have policies which require that college authorities be immediately notified of a student's pregnancy. Bronx Community College requires mandatory leave while Queens and City Colleges and the Graduate School require that maternity leave be based on a physician's evaluation and the determination of the college. In no instance are the desires of the women mentioned as a consideration.

Health Plans

EEOC guidelines stipulate that an employer may not base benefit costs on sex nor deny benefits to women employees and their families not similarly denied to male employees and their families.

The basic health insurance program at CUNY consists of Blue Cross Hospitalization supplemented by three optional general medical coverage plans—Health Insurance Plan (HIP), Group Health Insurance (GHI), and Blue Shield Basic and Blue Shield Major Medical. Essentially, full-time, annual salaried personnel are eligible for these plans, leaving ineligible most part-time (or hourly-paid) and temporary workers, a large percentage of whom are women.[9] Female employees on maternity leave from CUNY are either ineligible for benefits or receive smaller amounts than do wives of male employees because they are off *active* payroll status, and, as a consequence, are inadvertently dropped from insurance coverage. Following is a brief analysis of how these plans treat maternity-related expenses.[10]

Until July 1, 1972 the basic Blue Cross hospital plan required that city employees be covered under Husband and Wife or Family contracts in order to receive maternity benefits. Wives of CUNY employees covered by these contracts have always been eligible for these benefits, but unmarried female employees (whether widowed, divorced, legally separated, or single) only gained eligibility as of July 1, 1972. Maximum coverage for a normal delivery, routine nursery care, or a therapeutic abortion (as of July 1, 1972) is $80. Surgical childbirth benefits vary for wives of CUNY employees and single female employees: wives receive full coverage whereas single females receive the maximum of $80 hospitalization

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8. The full text of the maternity leave Bylaw is given as part of the Committee's recommendation No. 18 to the Chancellor.
9. College Assistants who are hourly employees are covered if they are scheduled to work at least 20 hours per week, but they must work for 90 continuous days before becoming eligible. The same New York City provision applies to provisional, temporary, and non-competitive (for whom there is no experience or education requirement) employees.
10. The basic health plan applies to all eligible CUNY employees. An employee's union provides additional health coverage on top of the Blue Cross hospital plan, but maternity benefits are only provided to the eligible instructional staff through the Faculty Welfare Fund (FWF)—i.e., increased benefits provided through riders purchased from Blue Cross and Blue Shield.

paid for a normal delivery. Benefits for non-routine nursery care are available only to "active employees," a limitation which appears to exclude coverage for those on maternity leave.[11]

HIP provides full coverage for doctor's expenses incurred during pregnancy, including delivery and pre- and post-natal care unless a non-HIP physician is used.

The GHI plan provides a scheduled allowance of maternity benefits for childbirth, abortion (as of July 1, 1972), and premature infant care to all women who use participating doctors and who have maintained their coverage. To do this, women employees on maternity leave from CUNY must assume the cost of their premiums themselves. A maximum of $185 ($150 plus $35 for anesthesia) is provided for a normal childbirth to persons who are *not* on maternity leave—i.e., wives of male employees.[12]

Maternity care under Blue Shield Basic was limited to married female employees and wives of CUNY employees covered under Husband and Wife or Family contracts until July 1, 1972. Since then all females are covered, receiving benefits which include $150 ($125 for doctor services plus $25 for anesthesia) for a normal childbirth and $138 ($115 for doctor services plus $23 for anesthesia) for an abortion. Surgical childbirth is covered in full for persons in low income brackets (less than $7,000 for single women and less than $8,500 for married women). The Blue Shield Major Medical plan also covers expenses for childbirth complications, although to be eligible for benefits women employees on maternity leave must continue these plans by direct payment.[13]

Health insurance for CUNY students (undergraduate and graduate) is provided to the colleges by the Beneficial National Life Insurance Company of New York. Students choose to buy into their overall college plan, the purpose of which is to provide coverage for unexpected medical expenses which would otherwise require withdrawal from school. However, major reasons for withdrawal of women students such as pregnancy, childbirth, miscarriage, or related complications are totally excluded from any benefits.[14]

Retirement/Pension Plans

Guidelines issued by EEOC on April 5, 1972 state that employers shall not subscribe to a pension or

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11. Under a Parent and Child (since July 1, 1972) or Family contract, hospital service benefits for children begin at birth for treatment of illness or injury. Hospital service benefits for nursery care, except routine nursery care, are also provided for 21 full-benefit or 180 discount days for: a) premature infants weighing less than 4.4 pounds when care is rendered in an approved premature nursery, b) all infants weighing between 4.4 and 5.5 pounds from the time the mother leaves the hospital, and c) premature infants in an approved premature nursery who need incubator care, whether or not they are within the above weight classifications. Benefits are provided for a circumcision only if performed after a child becomes 90 days of age.
12. GHI scheduled allowances paid to all covered females who are insured when the pregnancy terminates are as follows:

	Obstetrical	Anesthesia
Normal delivery	$150.00	$35.00
Caesarean section	250.00	55.00
Ectopic pregnancy	225.00	55.00
Miscarriage or abortion with dilation and curettage	75.00	25.00
Miscarriage or abortion without dilation and curettage	50.00	None

These allowances include doctor visits before and after childbirth. GHI also pays for diagnostic examinations and specialist consultations. Well-baby care in the hospital is excluded unless the infant is premature and weighs less than 4.5 pounds at birth.
13. In order to retain eligibility for additional maternity benefits, female instructional staff employees covered by the BC/BS/MM FWF rider who are on maternity leave must also continue payment on a direct basis.
14. Dependent, single, full-time students (attending college anywhere in the world) between the ages of 19 and 23 whose parents are CUNY instructional staff members covered through the FWF are eligible for a student Blue Cross health plan which provides maternity and abortion benefits (since February 1, 1972) to female students. Blue Cross will pay $100 for hospital expenses, abortions, and out-patient care.
The Superintendent of Insurance of New York State recently issued a "minimum standard" guideline for health insurance which states that coverage for pregnancy but not complications of pregnancy may be excluded from

retirement plan for their employees which differentiates in premiums on the basis of sex.

The two pension plan options offered to the CUNY instructional staff—Teachers' Retirement Service (TRS) and Teachers Insurance and Annuity Association of America/College Retirement Equities Fund (TIAA-CREF)—as well as the New York City Employees Retirement System (NYCERS) which covers the civil service employees and full-time instructional staff in the community colleges are in violation of the spirit if not the letter of this guideline.

TRS and NYCERS are clearly in violation of the EEOC guidelines as shown in Tables VI-10 and VI-11. In both instances, women must contribute a greater percentage of their salary to the plans than do men. As shown in Table VI-12 TIAA contributions are the same for women and for men. However, both TIAA and NYCERS pay higher annuities to men than to women. In the TIAA plan, this difference can range from 3% to 12% for women and men who retire at age 65, depending on the option chosen.

C. GRIEVANCE PROCEDURES

A surprisingly large number of complaints of sex discrimination were received by the CACSW from individual women. As a consequence, the Committee undertook an examination of the instructional staff grievance procedures to determine their responsiveness to complaints of sex discrimination. Investigation was made into the substance of the procedures as well as the personnel responsible for their enforcement. The results of this investigation indicated that current procedures are controlled almost exclusively by males and are ill-equipped to deal with sex discrimination, especially with its attitudinal manifestations.

To facilitate understanding, the following summary of the mechanics for settling complaints and grievances is presented. Under the two CUNY collective bargaining agreements and the BHE Bylaws (Sec. 9.9), a member of the instructional staff who feels that she/he has been subjected to arbitrary or discriminatory practices may appeal a decision with regard to, among other things, reappointment, tenure, or promotion.[15] The appeal may be made with the help of a representative of the collective bargaining unit whose contract covers the job category of the complainant whether or not the complainant is a member of the bargaining unit. Grievance procedures established under both the LC and UFCT contract are identical, except that the UFCT contract specifically forbids discrimination based on sex while the LC contract does not.[16]

There are three steps in grievance procedures: 1) hearing at the college level, 2) hearing at the University level, and 3) arbitration. Appeals may be made in accordance with established procedures or may be brought directly to the Board. However, grievances concerned with matters of academic judgment cannot be decided beyond step two. Nor will the Board substitute its judgment for that of faculty committees or of a college president in decisions based solely on academic judgment, unless the appellant can "submit clear and convincing evidence that irrelevant or illegal factors have entered into the

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plans. The present CUNY student health plans do not conform to this guideline.

15. Most grievance cases result from negative decisions made by departmental or college P&B committees.

16. The UFCT nondiscrimination clause reads in part as follows (Art. 7): 7.1 Neither the Board nor the Union will interfere with, restrain or coerce the employees covered by this Agreement because of membership in or non-membership in, or lawful activity on behalf of the Union. The Board will not discriminate in respect to hire, tenure of employment or any terms or conditions of employment of any employee covered by this Agreement *because of sex, race, age, national origin, religion, political belief or membership in, or lawful activity on behalf of the Union*, nor will it discourage or attempt to discourage membership in the Union. (Emphasis added.)

The comparable clause from the LC contract states in part that (Art. 7): 7.1 Neither the Board nor the Conference will interfere with, restrain, or coerce the employees covered by this Agreement because of membership in or non-membership in, or lawful activity on behalf of the Conference. The Board will not discriminate in respect to hire, tenure of employment or any terms or conditions of employment of any employee covered by this Agreement *because of membership in, or lawful activity on behalf of the Conference*, nor will it discourage or attempt to discourage membership in the Conference. (Emphasis added.)

TABLE VI-10. TEACHERS RETIREMENT SYSTEM: ANNUAL RATES OF CONTRIBUTION AS A PERCENT OF SALARY PAYABLE OVER 20 YEARS FOR SELECTED AGES BY SEX

Age At Initial Contribution	Years of Service Before Entering Retirement System							
	0 Years		4 Years		8 Years		12 Years	
	Men	Women	Men	Women	Men	Women	Men	Women
25	4.91	5.23	5.55	6.07				
35	4.49	4.67	6.80	6.99	8.76	9.20	11.62	12.62
45	2.83	3.28	4.50	5.06	7.48	8.20	13.65	14.71

SOURCE: *Important Facts About Your Coverage*, 1971.

TABLE VI-11. NEW YORK CITY EMPLOYEES RETIREMENT SYSTEM: ANNUAL CONTRIBUTION RATES AS PERCENT OF SALARY BY POLICY TYPE FOR SELECTED AGES AND BY SEX

Age at Initial Contribution	Policy			
	25-year Career Option		Age 55-Increased Service Fraction	
	M	W	M	W
25	6.50	6.95	7.70	8.25
35	5.15	5.55	8.90	9.50
45	3.50	3.95	10.60	11.35

SOURCE: NYCERS question and answers mimeographed paper (December 1970).

TABLE VI-12. TIAA-CREF: ANNUAL RETIREMENT INCOME DIFFERENTIALS BY SELECTED AGES AND BY SEX

Age at Initial Contribution	Retirement Age								
	65			68			70		
	M	W	Diff.	M	W	Diff.	M	W	Diff.
	$1636	$1442	$194	$2108	$1833	$275	$2508	$2162	$346
35	884	779	105	1158	1007	151	1392	1200	192
45	433	381	52	589	512	77	723	623	100
55	162	143	19	248	216	32	320	277	45
65	——	——	——	44	38	6	81	70	11

SOURCE: *TIAA-CREF Retirement Program for CUNY*, 1971.

academic process and the decision at the college level."[17] Because the BHE Bylaws (Secs. 8.13 and 9.23) forbid persons from obtaining knowledge of the factors influencing academic decisions, producing such evidence (including evidence of the existence of sex discrimination) is virtually impossible.

Grievances denied at the college-level (except those based on "academic judgment") and those involving more than one college can be heard at the University level. A request for arbitration outside the system can be made only when there is a question of arbitrary or discriminatory use of procedure. In such cases, the arbitrator clarifies the procedure and turns the matter back to the college or University for compliance. These three steps are the only institutional means by which an individual within CUNY can seek redress in instances of alleged sex discrimination.[18]

The hearing at the college-level is decided by the president or her/his designee after argument by the complainant and the collective bargaining unit's representative. At the University-level, decision is made by the Chancellor or her/his disignee (a Vice Chancellor). Arbitration is conducted by one person who serves in turn from a three member panel chosen by the BHE and the relevant collective bargaining unit. While women do serve as presidential designees, there has never been a woman appointed as a Chancellor's designee.[19] During the 1971-72 academic year, each of the two arbitration panels consisted of three men. As of fall 1972, women were only 18% of the 39 collective bargaining unit grievance representatives.

Examination by the Committee of nearly 300 University-level grievance hearing summaries showed that, regardless of sex, few were decided in favor of the complainant.[20] For example, of the total number of 200 non-reappointment complaints, 14 were reversed. Of these, all but two were decided on *procedural* grounds. These exceptions (concerning men in high administrative positions whose non-reappointments were considered arbitrary) illustrate that the Chancellor does have the power to examine negative decisions on *substantive* grounds. The fact that this was only done in two cases suggests hesitancy on the part of the University to utilize this power. Yet it is only through substantive examination that allegations of sex discrimination can be reviewed. The CACSW believes that failure to give consideration to other than procedural factors has, in large part, convinced women that CUNY grievance procedures are ineffectual in the area of sex discrimination and has resulted in the large number of individual cases of alleged sex discrimination brought to the attention of the Committee.

Ninety-nine cases were brought by women to the University-level. The issue of sex discrimination was included in approximately 15 hearing summaries and in each it was ruled that the complainant had failed to establish the case for such discrimination.[21] Of the ten cases brought by women to arbitration four

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While the LC contract was in effect, the union did not refuse to consider sex discrimination allegations when they were set forth as part of a grievance.

17. BHE *Manual of General Policy*, p.60; BHE Minutes 1963, pp. 238-39.
18. The Committee feels it is important to consider the fact that complainants may confront a number of attitudinal as well as institutional impediments during recourse to the grievance procedures. Complainants who use these procedures may be subjected to harassment, intimidation, and threats of reprisals from their colleagues. One female lecturer reported privately to the Committee that, "Several senior faculty members in the department stated that because I appealed the decision not to reappoint me, I would be blackballed throughout the City University system." Another indicated that she was not informed by anyone of her rights under the BHE Bylaws or the union contract. The Committee was also told that the union representatives are faculty members that often have limited experience and no legal training and that awareness of aspects of sex discrimination were limited among both union and BHE representatives.
19. There is one female University Associate Dean for Labor Relations who functions under the Vice Chancellor for Faculty and Staff Relations.
20. The Committee selected a cutoff date in May 1972 and reviewed all the University-level grievance decisions made in accordance with the provision of Article VI of the LC and UFCT agreements since their adoption in 1969.
21. Hearing summaries do not always give a complete picture of the issues raised nor do they necessarily reveal underlying issues which may be implicit in the case. The Committee found cases at both the University and arbitration levels where the issue of sex discrimination was raised but not included in the summary. This may partially be explained by the technicality that in grievance cases only issues raised at step one may be considered at step two, and so on. Thus, it is possible that certain complainants raised sex discrimination for the

concerned sex discrimination.[22] In three of these cases charges were dismissed as unsubstantiated. In the fourth involving a black, female political activist, the arbitrator ruled that the grievant had succeeded in establishing a *prima facie* case of discrimination. However, it was unclear whether the ruling was based exclusively on sex discrimination.

Complainants not satisfied with the arbitration award or with any determination in the grievance proceedings may under some circumstances take the matter into the courts. Grievances that have not been resolved to the satisfaction of the complainant through the above procedures may also be taken to city, state, or federal agencies under the provision of various civil rights laws. Moreover, complainants can appeal directly to these agencies without first resorting to the CUNY grievance procedures.

Ten sex discrimination cases have been filed by CUNY employees with government agencies such as the New York City Commission on Human Rights and State Division of Human Rights. Four of these cases were pending at the end of the 1971-72 academic year. Four had been dismissed after investigation for no probable cause, and one had not been acted upon because the complainant had left the country. In the remaining case, CUNY had granted a remedy acceptable to the complainant before the case had been investigated by the agency.[23]

Three cases involving sex discrimination against CUNY have reached the courts. By the end of the 1971-72 academic year, two of these had been lost by the plaintiffs and one remained to be decided.[24]

In spring 1972 the Office of the General Counsel of the BHE forwarded to the Office of the Chancellor a proposal which would require complainants to elect either the CUNY grievance process or an outside

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22. These ten cases, occurring between September 1969 and March 1972, were brought against the following colleges: Borough of Manhattan Community, Brooklyn (2), City, Hunter, Kingsborough Community, Lehman, New York City Community, Queens, and Queensborough Community Colleges. The case numbers were: 1339-0201-70, 1339-0206-70, 1339-0284-70, 1339-0218-71, 1339-0279-71, 1339-0280-71, 1339-0706-70, 1339-0732-70, 1339-0758-70, 1339-0167/69-71.
first time at step two and were unable to have the issue considered unless they returned to step one for a rehearing.
23. The ten cases were: 1) Antonopolou vs. Queens College, State Division of Human Rights; pending at end of 1971-72 academic year.
2) Babey-Brooke vs. Brooklyn College, Regional Office, Department of Health, Education, and Welfare; preliminary finding in favor of complainant, case still under investigation at end of 1971-72 academic year. Case also filed by complainant at State Division of Human Rights; pending at end of 1971-72 academic year.
3) Cowan vs. New York City Community College, New York City Commission on Human Rights; pending at end of 1971-72 academic year.
4) Harrison vs. Brooklyn College, New York City Commission on Human Rights; dismissed after investigation. Case also filed by complainant at Regional Office, Department of Health, Education, and Welfare; dismissed after investigation.
5) Robbins vs. Borough of Manhattan Community College, State Division of Human Rights; pending at end of 1971-72 academic year.
6) Hope vs. New York City Community College, New York City Commission on Human Rights; not pursued because complainant left the country.
7) Kelly vs. New York City Community College, New York City Commission on Human Rights; dismissed after investigation.
8) Pollister vs. New York City Community College, New York City Commission on Human Rights; remedy acceptable to complainant granted and case withdrawn.
9) Reeves vs. New York City Community College, State Division of Human Rights; dismissed after investigation.
10) Wells vs. New York City Community College, New York City Commission on Human Rights; dismissed after investigation.
It can be noted that six of these ten cases lodged grievances against one CUNY college (New York City Community College).
24. The three cases were: 1) Antonopolou vs. Queens College, New York State Supreme Court, appealed to Appellate Division; remedy granted by CUNY but rejected by the Comptroller of New York City as being in violation of the state Constitution. Case also filed by complainant at State Division of Human Rights; pending at end of 1971-72 academic year.

agency. It also suggested modification of the present New York State and City human rights laws to bar complainants from electing more than one external agency for adjudication of the same grievance. The Committee is of the opinion that curtailment of the various avenues open to women seeking remedies to claims of unlawful discriminatory practices cannot be justified unless the CUNY system makes greater efforts to become responsive to complaints of sex discrimination.

To date, the vast majority of cases alleging sex discrimination which have been filed with outside agencies have been previously submitted to the University grievance process. Were CUNY to cease its reluctance to look deeply into allegations of sex discrimination and begin to deal in good faith at both the college- and university-level the number of such cases would be expected to decrease thus saving the complainant and the University from prolonged adjudication.

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2) Perlin vs. Brooklyn College, New York State Supreme Court, appealed to Appellate Division by CUNY; University position upheld.
3) Danielson vs. City College, United States District Court; undecided at end of 1971-72 academic year.

CHAPTER VII: ACHIEVING EQUITY

The Committee's investigations have focused on the career and educational opportunities granted to women, the environment in which these opportunities exist, and the access to policy-making functions which they entail. The findings of this study confirm the hypothesis that there are significant differences in the treatment and opportunities accorded women and men at CUNY and that these differences constitute a source of bias, intentional or unintentional, against women in higher education.

On the basis of these findings, the Committee has adopted the following 37 resolutions for submission to the Chancellor. The overriding commitment of these resolutions is to affirmative action in order to eliminate all manifestations of discrimination against women and to create a more healthy educational environment. In many areas, however, the problems of discrimination and bias go beyond the employment concerns of affirmative action and necessitate additional changes in University policies and practices and in the attitudes of employees and students which reinforce those structures. Accordingly, these resolutions, which are not arranged in order of priority, focus on several major problem areas, particularly "Conditions of Employment" and "Conditions of the Educational Environment." In forwarding these recommendations to the Chancellor, the Committee urges the educational community of CUNY to direct its full energies toward their prompt implementation.

A. COMMITMENT

1. WHEREAS the data compiled by the Committee shows that women face countless obstacles in their efforts to reach personal and occupational fulfillment within the present CUNY system, each of which is indefensible in light of the City University's function as a public higher education institution committed to the development of individual potential and its tradition as a socially concerned urban institution, and

WHEREAS the Board of Higher Education Bylaws and the Manual of General Policy, a supplement which summarizes the policy actions taken by the Board, states that the University is in compliance with equal employment opportunity provisions but fails to mention the most important legal mandates on this subject as they relate to women, namely, Presidential Executive Order 11246 as amended by Executive Order 11375 and the affirmative action guidelines of the federal Department of Labor which forbid discrimination by federal contractors on the basis of race, color, religion, national origin, and sex; Title VII of the federal Civil Rights Act of 1964 as recently amended to cover employees of all educational institutions; the federal Equal Pay Act of 1963, as recently amended to extend to executive, administrative, and professional employees (in all educational institutions at all levels); Title IX of the federal Higher Education Act of 1972; the federal Equal Employment Act of 1972, which extends the non-discriminatory provisions of Title VII of the Civil Rights Act of 1964 to all educational institutions whether they have any federal funding; and the New York State Executive Law, Sections 291 and 296, and

WHEREAS it is the moral and legal responsibility of the Board of Higher Education to insure that all units of City University eliminate sex discrimination, BE IT RESOLVED

> *THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO INCLUDE A CLEAR STATEMENT OF POLICY PROHIBITING SEX DISCRIMINATION IN EMPLOYMENT, ADMISSIONS, PUBLICATIONS, AND ALL OTHER UNIVERSITY FUNCTIONS, THEREBY PUBLICLY STATING THE UNIVERSITY'S COMMITMENT TO THE TRAINING, EMPLOYMENT, PROMOTION, AND PARTICIPATION OF PROFESSIONAL WOMEN;*
>
> *THAT THE BOARD IN ALL ITS CONTRACTUAL NEGOTIATIONS DEMAND THE INCLUSION OF A SIMILAR CLAUSE IN THE AGENT'S CONTRACT.*

B. CONDITIONS OF EMPLOYMENT

Affirmative Action

2. WHEREAS the Committee conducted a full inquiry into the goals of equal opportunity and nondiscrimination as expressed in federal and New York state laws, and the Presidential orders, BE IT RESOLVED

THAT THE COMMITTEE IS OF THE OPINION THAT AFFIRMATIVE ACTION PROGRAMS WHICH MANDATE THE DEVELOPMENT OF GOALS AND TIMETABLES BY DEPARTMENTS, RANKS, AND TITLES TO REMEDY THE UNDERUTILIZATION OF MINORITIES AND WOMEN IN KEEPING WITH THE GUIDELINES ISSUED BY THE UNITED STATES DEPARTMENT OF LABOR ARE NECESSARY FOR THE ACHIEVEMENT OF MORE EQUITABLE EMPLOYMENT PRACTICES AND WILL PRODUCE MORE QUALIFIED PERSONS AT CUNY.

3. WHEREAS it was clearly demonstrated to the Committee that the affirmative action plans of several of the CUNY colleges are not in accord with the most current implementing regulations of the Department of Labor, namely, Revised Order #4, which extends the goals and timetables system required for minorities to women, and

WHEREAS the University Affirmative Action Office requested in February 1972 that each CUNY college form an affirmative action committee to assist in the drafting and implementation of affirmative action plans, and it has come to the Committee's attention from its public hearings held February 29, 1972 and April 27, 1972, that many of the colleges did not have functional affirmative action committees, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE UNIVERSITY AFFIRMATIVE ACTION OFFICE, DEMONSTRATE ITS GOOD FAITH EFFORT TO BE IN COMPLIANCE WITH FEDERAL AFFIRMATIVE ACTION REQUIREMENTS BY:

A. IMMEDIATELY BRINGING UNIVERSITY GUIDELINES ON AFFIRMATIVE ACTION, NAMELY, ***THE REPORT OF THE UNIVERSITY POLICY AND PROGRAM TO INSURE EQUAL OPPORTUNITY FOR EMPLOYMENT AND ADVANCEMENT OF MINORITIES AND WOMEN*** *INTO COMPLIANCE WITH THE MOST CURRENT FEDERAL GUIDELINES,*

B. PUBLICLY STATING ITS INTENTION TO EFFECT COMPLIANCE WITH AFFIRMATIVE ACTION GUIDELINES AT ALL UNITS OF THE CUNY SYSTEM, AND NOTIFYING THE PRESIDENT OF EACH CUNY COLLEGE THAT, AS THE SENIOR OFFICER ACCOUNTABLE FOR AFFIRMATIVE ACTION, COMPLIANCE WITH THE REQUIREMENTS OF AFFIRMATIVE ACTION FOR WOMEN (AND MINORITIES) IS A MAJOR OBLIGATION SUBJECT TO EVALUATION IN TERMS OF ADMINISTRATIVE LEADERSHIP OF THE INSTITUTIONS, AND

C. PROVIDING THE UNIVERSITY AFFIRMATIVE ACTION OFFICE WITH THE STAFF, FACILITIES, AND FUNDING NECESSARY TO INSURE THAT AFFIRMATIVE ACTION PROGRAMS ARE FUNCTIONING AT ALL OF THE CUNY EDUCATIONAL UNITS BY SEPTEMBER 1973;

THAT THE UNIVERSITY AFFIRMATIVE ACTION OFFICE PROVIDE THE INITIATIVE AND ASSISTANCE TO ESTABLISH A FUNCTIONING AFFIRMATIVE ACTION COMMITTEE ON EACH CAMPUS, BEING AS

BROADLY REPRESENTATIVE AS POSSIBLE, AND CONSISTING OF WOMEN AND MEN AT DIFFERENT STAGES OF THEIR PROFESSIONAL DEVELOPMENT, INCLUDING STUDENTS;

THAT THE COLLEGE AFFIRMATIVE ACTION COMMITTEES ESTABLISH THE NECESSARY MACHINERY,

A. TO DEVELOP AND IMPLEMENT THE GOALS AND TIMETABLES OF THEIR INDIVIDUAL AFFIRMATIVE ACTION PLANS TO INCREASE THE NUMBERS OF WOMEN (AND MINORITY) EMPLOYEES AND TO PERIODICALLY SURVEY THE PROGRESS OF THE SEVERAL DEPARTMENTS OF THE COLLEGE TOWARD COMPLIANCE, AND

B. TO INVESTIGATE PROMPTLY SEX DISCRIMINATION COMPLAINTS SUBMITTED IN WRITING AGAINST THE COLLEGE BY OR IN BEHALF OF ANY INDIVIDUAL OR GROUP AT ITS INSTITUTION, SUCH INVESTIGATION TO INCLUDE AN OPEN HEARING, THE RIGHT OF COMPLAINANTS TO GATHER SUPPORTING EVIDENCE, TO BE REPRESENTED, ON REQUEST, BY THE COLLEGE AFFIRMATIVE ACTION OFFICER, AND TO APPEAL UNSATISFACTORY DECISIONS TO THE UNIVERSITY AFFIRMATIVE ACTION COMMITTEE AND FINALLY, TO THE CHANCELLOR. THIS PROVISO SHALL IN NO WAY LIMIT THE RIGHTS OF COMPLAINANTS TO MAKE IMMEDIATE USE OF FORMAL UNIVERSITY GRIEVANCE PROCEDURES.

Hiring and Promotions: Administratives

4. WHEREAS the Board of Higher Education is the ultimate policy-making body for the City University of New York, which serves a metropolitan population that is half female, and

WHEREAS women have been grossly underrepresented on the Board since its inception, BE IT RESOLVED

THAT THE MAYOR OF THE CITY OF NEW YORK TAKE IMMEDIATE STEPS THROUGH THE POWER OF APPOINTMENT TO CORRECT THIS IMBALANCE.

5. WHEREAS there is a glaring absence of women from top administrative positions in the colleges and in the Central Administration, especially in the titles of Chancellor, Vice Chancellor, President, University Dean, and Dean of Faculty, BE IT RESOLVED

THAT TO IMMEDIATELY CORRECT THIS UNBALANCED REPRESENTATION, THE UNIVERSITY AND ITS SEVERAL COLLEGES RECRUIT WOMEN INTO THE FIRST AVAILABLE POSITIONS IN THESE AS WELL AS OTHER ADMINISTRATIVE CATEGORIES;

THAT THE FEMALE MEMBERS OF THE INSTRUCTIONAL STAFF IN THE CUNY SYSTEM BE CONSTITUTED AS AN AVAILABILITY POOL FOR PRIORITY CONSIDERATION FOR THESE POSITIONS.

Hiring and Promotion: Faculty

6. WHEREAS the recruitment of new faculty is primarily dependent upon the personal contacts of hiring agents and therefore tends to eliminate a disproportionate number of women, and

WHEREAS there is no listing of available faculty positions within CUNY, thus foreclosing transfer of employees from one institution to another, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO REQUIRE THAT ALL FACULTY POSITIONS BE OPEN LISTED NATIONALLY, AND, IN COMPLIANCE WITH FEDERAL AFFIRMATIVE ACTION GUIDELINES, PUBLICIZED IN PROFESSIONAL WOMEN'S AND MINORITY PUBLICATIONS AND ORGANIZATIONS;

THAT THE BOARD SIMILARLY OPEN LIST ON EACH CAMPUS ALL AVAILABLE FACULTY AND ADMINISTRATIVE POSITIONS WITHIN THE CUNY SYSTEM TO WHICH ALL HIRING AGENTS ARE TO REFER.

7. WHEREAS affirmative action guidelines require that affirmative action plans outline special recruiting efforts for women, including contact with organizations prepared to refer women with specific skills; retaining records of all employment applications received, interviews conducted, and action taken thereof; and establish standards against which recruitment can be measured over a period of time, to determine if a nondiscriminatory situation with respect to recruitment of women has resulted, BE IT RESOLVED

THAT DEPARTMENTAL SEARCH COMMITTEES KNOWN AS COMMITTEES ON PERSONNEL AND BUDGET (OR APPOINTMENTS) RETAIN ON FILE ALL APPLICATIONS RECEIVED AND THAT ALL RECOMMENDATIONS FOR APPOINTMENT OF CANDIDATES FORWARDED TO THE COLLEGE COMMITTEE ON FACULTY PERSONNEL AND BUDGET CONTAIN A STATEMENT DEMONSTRATING THAT CANDIDATES OF BOTH SEXES WERE SOUGHT AND INTERVIEWED;

THAT DEPARTMENTS OR DIVISIONS SUBMIT A YEARLY RECRUITMENT REPORT TO THEIR RESPECTIVE COLLEGE PRESIDENTS DETAILING EVIDENCE THAT CONSIDERATION WAS GIVEN TO THE HIRING OF WOMEN, INCLUDING THE NUMBER OF INTERVIEWS, ACTION TAKEN ON EACH, AND THE REASON(S) FOR THAT ACTION WHICH IN THE CASE OF A HIRING DECISION IS TO INCLUDE THE REASON(S) FOR HIRING AT THE DESIGNATED RANK AND SALARY INCREMENT STEP; AND THAT SUCH INFORMATION BE MADE AVAILABLE TO THE APPROPRIATE AFFIRMATIVE ACTION COMMITTEE(S) UPON REQUEST;

THAT THE COLLEGE PRESIDENT ASSUME THE RESPONSIBILITY FOR PERIODICALLY REVIEWING THE RATES OF RECRUITMENT AND PROMOTION OF FACULTY (AND ADMINISTRATIVE) WOMEN AND MEN, TO ENSURE THAT WOMEN AND MEN OF SIMILAR TRAINING AND BACKGROUND HOLD SIMILAR SALARY STATUS.

8. WHEREAS reports to the Board of Higher Education on the recruitment of faculty at City University indicate current emphasis by the University on the recruitment of new faculty members from as wide a range of geographic locations and institutions as possible, and

WHEREAS women are often less mobile than men because of their marital status and therefore are in a less advantageous employment bargaining position, and

WHEREAS the University assumes a degree of responsibility for the employment of its doctoral graduates, BE IT RESOLVED

THAT THE UNIVERSITY RECOGNIZE THE INCONSISTENCY BETWEEN ITS CURRENT STANCE ON ALUMNI EMPLOYMENT AND ITS INTENT TO ENCOURAGE THE RECRUITMENT OF MORE WOMEN STUDENTS AND, AS FAR AS FEASIBLE, NEITHER FORMALLY BAR

NOR INFORMALLY DISCOURAGE ITS OWN DOCTORAL GRADUATES, ESPECIALLY WOMEN, FROM CONSIDERATION FOR EMPLOYMENT WITHIN THE UNIVERSITY.

9. WHEREAS the adjunct professorships are part-time faculty positions which require academic qualifications and/or professional achievement and training comparable to that of faculty members in the corresponding full-time annual salary ranks, and

WHEREAS persons employed in adjunct titles receive hourly pay of rates which, under current provisions of the collective bargaining agreements, are not a prorated fraction of the salary appropriate to the corresponding full-time rank, and

WHEREAS under the current operating policies and practices of City University persons other than those giving full-time service are, at some colleges, not eligible to gain tenure, full faculty benefits, or to participate in faculty affairs, or to have preferential rights for consideration for full-time positions for which they are qualified, and

WHEREAS data collected by the Committee indicates that a high proportion of faculty women at CUNY are employed in adjunct titles, BE IT RESOLVED

THAT THE HOURLY-BASE SALARY BE ABOLISHED, AND THAT A POLICY OF PRORATED REMUNERATION OF ANNUAL SALARY SCHEDULES BASED UPON PROPORTION OF WORKLOAD BE ESTABLISHED FOR ADJUNCT TITLES AND OTHER PART-TIME PERSONNEL;

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO ADOPT THE POLICY THAT PART-TIME FACULTY POSITIONS CARRY FULL ACADEMIC STATUS, INCLUDING TENURE AND PROMOTION CONSIDERATIONS, AS WELL AS PRORATED RETIREMENT, INSURANCE, AND OTHER FACULTY BENEFITS, AND THE RIGHT TO PARTICIPATE IN FACULTY AFFAIRS;

THAT THE BOARD ENCOURAGE THE SEVERAL COLLEGE PRESIDENTS TO ASSUME RESPONSIBILITY FOR INSTITUTIONALIZING GREATER FLEXIBILITY IN CAREER PATTERNS FOR THE INSTRUCTIONAL (AND ADMINISTRATIVE) STAFF, INCLUDING PROPOSALS TO SHIFT FROM FULL-TIME TO PART-TIME (NOT LESS THAN HALF-TIME) SERVICE AND BACK AGAIN, DEPENDING ON PERSONAL NEEDS.

10. WHEREAS research, publication, and attendance at professional meetings and conferences are crucial to the professional growth and career development of faculty members, BE IT RESOLVED

THAT THE FACULTY RESEARCH AWARD PROGRAM (FRAP) MAKE RESEARCH GRANTS AVAILABLE TO ALL FACULTY BE THEY FULL-TIME OR PART-TIME MEMBERS OF THE INSTRUCTIONAL STAFF, THAT REVIEW COMMITTEES INCLUDE THE PARTICIPATION OF WOMEN AT ALL RANKS, THAT RESEARCH PROPOSALS DELETE THE AUTHOR'S NAME PRIOR TO REVIEW, AND THAT FRAP BE ENCOURAGED TO SUPPORT PROPOSALS FOR RESEARCH ON WOMEN;

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE COLLEGE PRESIDENTS, ESTABLISH PROCEDURES TO ENSURE THAT THE DISTRIBUTION OF TRAVEL ALLOWANCES TO FACULTY TO ATTEND PROFESSIONAL MEETINGS AND CONFERENCES BE ALLOCATED TO ADEQUATELY REFLECT THE REPRESENTATION OF WOMEN AT CUNY.

11. WHEREAS it was brought to the Committee's attention that at some CUNY colleges faculty members who are technically eligible to be considered for promotion, having the option to apply for consideration, often base their decisions of whether to be considered on what they calculate to be their chances of success in the promotion process, and

WHEREAS the Committee's study indicates that women are promoted less frequently than men and that the system requires them to take longer than men to achieve top professorial rank, BE IT RESOLVED

> *THAT THE BOARD AMEND ITS BYLAWS TO ADOPT THE POLICY THAT EVERY FACULTY MEMBER ELIGIBLE FOR PROMOTION AT EACH LEVEL AUTOMATICALLY BE SO CONSIDERED BY HER/HIS DEPARTMENT AND THAT THE STATUS OF ALL FACULTY ELIGIBLE FOR PROMOTION BE PERIODICALLY REVIEWED WITH THE PROVISO THAT CANDIDATES WHO DO NOT WISH TO BE SO CONSIDERED SHALL HAVE THE RIGHT TO NOTIFY THE APPROPRIATE COMMITTEE ON PERSONNEL AND BUDGET PRIOR TO THE COMMENCEMENT OF THE REVIEW PROCEDURE.*
>
> *THAT THE BOARD, THROUGH THE VARIOUS COLLEGE PRESIDENTS, REQUEST THAT ALL DEPARTMENTS IMMEDIATELY REVIEW THE QUALIFICATIONS AND EXPERIENCE OF ALL FEMALE EMPLOYEES TO DETERMINE IF THEY SHOULD BE RECOMMENDED FOR PROMOTION.*

12. WHEREAS the Board of Higher Education Bylaws presently stipulate that the executive officer, or department chairman (sic), of each academic department, in carrying out the department's policies, shall exercise such powers, as the initiation of policy and action concerning the recruitment and promotion of faculty, the preparation of annual memoranda of evaluation on each member of the department after observation, the assignment of courses to instructional staff members in the department, and the recommendation of appointees for tenure to the college president and the College Committee on Faculty Personnel and Budget, and

WHEREAS the Board of Higher Education Bylaws presently stipulate that the department chairman (sic) "shall be a professor, associate professor, assistant professor, or tenured instructor elected by secret ballot for a term of three years," (Bylaws, Sec. 9.1) by members of the department's instructional staff who have faculty rank, that is, *only* by permanent instructional staff employed full-time, on an annual salary basis; and that there are no restrictions against reelection, and

WHEREAS the Committee's research findings indicate that the majority of female faculty at CUNY are employed in titles which exclude them from holding this position, and/or from participating in the process providing for the election of this officer, BE IT RESOLVED

> *THAT THE BOARD OF HIGHER EDUCATION TAKE IMMEDIATE ACTION TO AMEND ITS BYLAWS (AND COLLEGE GOVERNANCE GUIDELINES) TO ADOPT THE POLICY THAT DEPARTMENT CHAIRPERSONS BE CHOSEN ON A ROTATING BASIS FROM AMONG ALL FULL-TIME MEMBERS OF A DEPARTMENT'S INSTRUCTIONAL STAFF, BY A VOTE OF ALL MEMBERS OF THE INSTRUCTIONAL STAFF IN THE DEPARTMENT, TO SERVE ONE TERM OF THREE YEARS DURATION; WITH THE PROVISO THAT CANDIDATES WHO DO NOT WISH TO RUN SHALL HAVE THE RIGHT TO WITHDRAW THEIR NAMES.*

13. WHEREAS each department has a Committee on Personnel and Budget (or Appointments) concerned with instructional staff appointments, reappointments, tenure, and promotion, and

WHEREAS the Committee's research indicates the absence or gross underrepresentation of women on said committees, and

WHEREAS Board of Higher Education governance plan guidelines do not contain a specific statement of the need for increased female participation on departmental Committees on Personnel and Budget, BE IT RESOLVED

THAT WOMEN BE ENCOURAGED TO SEEK THESE POSITIONS;

THAT MEMBERS OF DEPARTMENTAL COMMITTEES ON PERSONNEL AND BUDGET BE NOMINATED FROM AND ELECTED BY A MAJORITY VOTE OF THE DEPARTMENT'S INSTRUCTIONAL STAFF, AND THAT DEPARTMENTS PROVIDE THE MEANS FOR PERIODIC ROTATION OF THE MEMBERSHIP OF THESE COMMITTEES;

THAT THE COLLEGE PRESIDENTS USE THE POWER OF THEIR RESPECTIVE OFFICES TO PERIODICALLY REVIEW THE COMPOSITION OF DEPARTMENTAL COMMITTEES ON PERSONNEL AND BUDGET IN RELATION TO EACH DEPARTMENT'S INSTRUCTIONAL STAFF PROFILE, AND THAT IN THOSE DEPARTMENTS WHERE WOMEN ARE PRESENT IN THE FACULTY BUT CONSISTENTLY (TWO TERMS) DO NOT APPEAR ON DEPARTMENTAL COMMITTEES ON PERSONNEL AND BUDGET, THE PRESIDENT, IN CONJUNCTION WITH THE COLLEGE AFFIRMATIVE ACTION COMMITTEE, SHALL DISCUSS THE DEPARTMENT'S ELECTION PROCEDURES WITH ITS CHAIRPERSON TO DETERMINE IF SAID PROCEDURES ARE DESIGNED TO PRODUCE EQUITABLE RESULTS. IN THE EVENT THAT THE DEPARTMENT'S CHAIRPERSON IS UNABLE TO SHOW CAUSE FOR THE LACK OF PARTICIPATION OF WOMEN TO THE SATISFACTION OF BOTH THE PRESIDENT AND THE CAMPUS AFFIRMATIVE ACTION COMMITTEE, THE DEPARTMENT WILL BE REQUESTED TO SET UP ELECTION MACHINERY TO INSURE THAT THE MEMBERSHIP OF ITS COMMITTEE ON PERSONNEL AND BUDGET WILL BE MORE REFLECTIVE OF ITS INSTRUCTIONAL STAFF PROFILE;

THAT THE BOARD OF HIGHER EDUCATION NOT GRANT APPROVAL TO ANY COLLEGE GOVERNANCE PLANS UNLESS PROVISIONS HAVE BEEN INCLUDED THAT MANDATE DEPARTMENTS (AND/OR DIVISIONS) TO INSURE A PARTICIPATORY ROLE IN COMMITTEES ON PERSONNEL AND BUDGET FOR WOMEN (AND MINORITIES).

14. WHEREAS it has come to the Committee's attention that certain departments within the University invoke an "anti-nepotism" policy even though no stated policy for or against the employment of two members of the same family by CUNY is to be found in the Board of Higher Education Bylaws, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION BYLAWS BE AMENDED TO INCLUDE A SPECIFIC PROHIBITION AGAINST AN ANTI-NEPOTISM POLICY. SUCH AN AMENDMENT SHOULD INCLUDE A CONFLICT OF INTEREST RULE TO ASSURE THAT NO DEPARTMENT OR CROSS-DIVISIONAL OFFICER IS IN A POSITION TO ACT UPON THE APPOINTMENT, PROMOTION, OR PERQUISITES OF HER/HIS FAMILY RELATIONS.

15. WHEREAS the Committee was concerned about possible departmental consequences for testifying at its Public Hearings held February 29, 1972 and April 27, 1972, BE IT RESOLVED

THAT PARTICIPATION IN WOMEN'S RIGHTS ACTIVITIES NOT BE CONSIDERED UNPROFESSIONAL CONDUCT SUCH AS MAY BE SUBJECT TO PENALTIES DETRIMENTAL TO CAREER DEVELOPMENT.

Hiring and Promotions: Civil Service Employees

16. WHEREAS women are heavily concentrated among the Civil Service clerical, secretarial, and administrative assistant personnel, known as Gittleson employees within the CUNY system, and

WHEREAS upward career mobility for these employees is limited to three promotional job titles, and

WHEREAS data collected by the Committee indicates that the percentage of Gittleson employees in Group I, at the entry level, is considerably higher than the 40 percent maximum allowed under the provisions of the Gittleson law and the contract between the Board of Higher Education and Local 384 affiliated with District Council 37, American Federation of State, County, and Municipal Employees, and that considerable numbers of Gittleson employees have passed promotional examinations without being subsequently promoted, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE OFFICE OF THE CHANCELLOR, WORK TO ESTABLISH A CAREER ADVANCEMENT PROGRAM BETWEEN THE GITTLESON POSITIONS AND THE ENTRY LEVEL ADMINISTRATIVE POSITIONS TO THE BUSINESS MANAGER, REGISTRAR, AND HIGHER EDUCATION OFFICER JOB SERIES' AND THE RESEARCH ASSISTANT TITLE BY RE-EXAMINING JOB DESCRIPTIONS AND QUALIFICATIONS AND BY AMENDING THE BYLAWS TO ALLOW EQUIVALENT EXPERIENCE TO SERVE IN LIEU OF THE BACCALAUREATE DEGREE FOR SUCH PROMOTIONS;

THAT THE BOARD, THROUGH THE OFFICE OF THE CHANCELLOR AND THE SEVERAL COLLEGE PRESIDENTS, IMMEDIATELY PROMOTE THOSE GITTLESON EMPLOYEES WHO HAVE PASSED THE NECESSARY PROMOTIONAL EXAMINATIONS, THEREBY BRINGING THE UNIVERSITY IN COMPLIANCE WITH ITS LEGAL AND CONTRACTUAL AGREEMENTS.

17. WHEREAS testimony at the Committee's public hearings held February 29, 1972 and April 27, 1972 and to the Committee privately has alleged that the placement procedures for Gittleson promotional examinations are scheduled infrequently and often test skills irrelevant to job qualifications, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, IN CONJUNCTION WITH LOCAL 384, INVESTIGATE THE TESTING AND PLACEMENT PROCEDURES FOR GITTLESON EMPLOYEES AS WELL AS REVIEW ALL JOB CLASSIFICATIONS AND QUALIFICATIONS WITH A VIEW TOWARDS ELIMINATING UNNECESSARY EDUCATIONAL REQUIREMENTS AND JOB DESCRIPTIONS INACCURATE IN RELATION TO ACTUAL FUNCTIONS AND DUTIES AND PUBLICLY REPORT TO THE UNIVERSITY COMMUNITY WITHIN A REASONABLE PERIOD OF TIME; AND THAT IT ACT TO ABOLISH ANY INJUSTICES WHICH MAY BE DISCOVERED.

Fringe Benefits

18. WHEREAS the Equal Employment Opportunity Commission (EEOC) guidelines on discrimination because of sex, Title 29, Section 1604.10 state that pregnancy (miscarriage, abortion, childbirth, and recovery therefrom) is to be considered a temporary disability under an employer's leave policy, to be treated in the same manner as other temporary disabilities; that there are no forced leaves of absence; that the determination of the length of the leave is at the discretion of the employee; and that the employer does not have the right to terminate the employment of pregnant employees, and

WHEREAS the Board of Higher Education Bylaw on maternity leave, which reads as follows, is not in compliance with these guidelines:

Section 13.4 a. As soon as a member of the instructional staff shall become aware of her pregnancy, she shall forthwith notify the president and may apply for a leave of absence. Such leave shall begin on February 1 or September 1, unless the conditions of the pregnancy require that the leave begin sooner. The duration of the leave shall be at least one full semester. In exceptional cases, if approved by the college physician, the president may terminate a maternity leave during a college term, provided there is an appropriate opening in which the applicant's service may be utilized. An extension of maternity leave shall be permitted on request for a period not in excess of one year from the end of the original leave. No further extensions shall be permitted.

Section 13.4 b. Maternity leaves shall be granted without pay during the period of the leave, including the vacation period concomitant to the leave. If the leave is for one semester only, the loss of paid vacation shall be for one month only. If the leave is for two semesters, both months of vacation, shall be without pay. If the duration of a maternity leave is one year or more, it shall not be credited towards salary increments.

Section 13.4 c. This Bylaw shall not be construed so as to extend the terminal date of any temporary appointment.

BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS IN RELATION TO LEAVE POLICIES SO AS TO EQUALIZE MATERNITY LEAVE WITH SICK LEAVE BY CLASSIFYING THEM BOTH AS A "TEMPORARY DISABILITY" AND TO EXTEND THE RIGHT TO TAKE LEAVE FOR THE PURPOSE OF CARING FOR A NEWBORN CHILD TO MOTHERS OR FATHERS;

THAT THE CHILD CARE LEAVE BE WITHOUT PAY, BUT THAT THE FACULTY MEMBER'S SERVICE TOWARD TENURE, WHICH PREVIOUSLY DID NOT PERMIT INTERRUPTION FOR MATERNITY LEAVE, BE CONTINUED AT THE CONCLUSION OF THE LEAVE AND INCLUDE SERVICE PRIOR TO THE LEAVE.[1]

19. WHEREAS it has come to the Committee's attention that large numbers of CUNY employees are ineligible for maternity and pregnancy-related health insurance benefits, or receive less benefits than wives of male employees, and

WHEREAS female employees presently lose their maternity benefits or receive only reduced benefits when they take a leave of absence for reasons of pregnancy, and

WHEREAS the Committee's investigation revealed that each of the three health plans available to CUNY employees presently violates Title VII of the Civil Rights Act of 1964, which states that under Equal Employment Opportunity Commission guidelines, Title 29, Part 1604.9d, "it is unlawful employment practice for an employer to make available benefits for the wives and families of male employees where the same benefits are not made available for the husbands and families of female employees; or to make available benefits for the wives of male employees which are not made available for female employees; or to make available benefits to the husbands of female employees which are not made available for male employees," BE IT RESOLVED

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1. The Committee's draft of suggested revisions to be made in Article XIII of the Board of Higher Education Bylaws, which presently deals with leaves of absence and maternity leave, may be consulted in Appendix C.

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE OFFICE OF THE CHANCELLOR, INITIATE NEGOTIATIONS WITH THE APPROPRIATE INSURANCE AGENTS TO PROVIDE COMPREHENSIVE, NON-DISCRIMINATORY HEALTH PLANS INCLUSIVE OF MATERNITY (AND PREGNANCY-RELATED) AND ABORTION SERVICE BENEFITS TO ALL FEMALE EMPLOYEES AND DEPENDENTS ELIGIBLE TO ENROLL FOR SUCH BENEFITS AND WITH FULL BENEFIT COVERAGE FOR THOSE EMPLOYEES ON MATERNITY/PATERNITY LEAVE.

THAT THE BOARD SEEK TO PROVIDE A CHOICE OF OTHER HEALTH PLANS TO ITS EMPLOYEES IF, AFTER NEGOTIATIONS, THE PRESENT INSURERS DO NOT PROVIDE FULL MATERNITY (PREGNANCY-RELATED) AND ABORTION SERVICE BENEFITS WITHIN THE SCOPE OF THEIR HEALTH PLANS FOR ALL WOMEN ELIGIBLE FOR THESE BENEFITS AT THE DATE OF CONCEPTION REGARDLESS OF MARITAL STATUS AND THAT SUCH PLANS BE PROVIDED WITHOUT AFFECTING THE SUBSCRIBER RATES AS BETWEEN WOMEN AND MEN.

20. WHEREAS City University provides pension (retirement) plans for its employees which differentiate in benefits on the basis of sex, in violation of Title VII of the Civil Rights Act of 1964, EEOC guidelines, Title 29, Part 1604.9f, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE OFFICE OF THE CHANCELLOR, TAKE INITIATIVE IN NEGOTIATING THE CONTRIBUTION AND BENEFIT SYSTEMS PROVIDED IN THE THREE PLANS, TIAA-CREF, TEACHERS' RETIREMENT SYSTEM, AND NEW YORK CITY EMPLOYEES RETIREMENT SYSTEM, IN ITS PENSION INSURANCE PROGRAM SO AS TO ELIMINATE ALL CONTRIBUTION AND/OR BENEFIT DIFFERENTIALS BASED ON SEX; AND SEEK ALTERNATIVE EMPLOYEE BENEFIT PLANS IF ITS PRESENT INSURANCE AGENTS ARE UNABLE OR UNWILLING TO PROVIDE EQUAL RATES OF CONTRIBUTION AND BENEFITS FOR WOMEN AND MEN.

21. WHEREAS the Committee's investigation has revealed that in the past the transfer of CUNY employees from one job title to another especially from the lecturer title to a tenure-bearing title has frequently resulted in a loss of benefits, service toward tenure or retirement, and seniority, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO STATE THAT UNDER NO CIRCUMSTANCES SHALL A CHANGE IN JOB CLASSIFICATION RESULT IN A LOSS OF ACCRUED BENEFITS, SERVICE CREDITS, OR SENIORITY.

Information and Analysis

22. WHEREAS the Committee is of the opinion that a census is extremely important in the determination of prejudicial patterns within the City University and that the collection of such data in anonymous form is necessary in order to meet the problem(s) of discrimination against women and to advance their status at CUNY, and

WHEREAS the three major City University sources of institutional data dealing with faculty and administrative personnel, the Instructional Staff Profile, the Faculty Data Bank, and the Payroll Data Bank have not been coded to include the gender variable, which is of critical importance for future research and affirmative action reviews concerning the status of women at CUNY, BE IT RESOLVED

THAT ALL FUTURE CITY UNIVERSITY STUDIES DEALING WITH

FACULTY, ADMINISTRATIVES, AND STUDENTS INCLUDE GENDER AS A VARIABLE.

23. WHEREAS marital and parenthood status are to be considered irrelevant to consideration for employment, BE IT RESOLVED

THAT THE CITY UNIVERSITY CEASE REQUESTING MARITAL AND PARENTHOOD STATUS INFORMATION ON ITS JOB APPLICATION FORMS.

Freedom of Information

24. WHEREAS the Board of Higher Education Bylaws currently do not require that reasons assigned for a negative recommendation concerning appointments, promotions, and tenure by a departmental committee on Personnel and Budget be disclosed, and that this so-called "secrecy provision" could be used to conceal decisions involving sex bias, and

WHEREAS the Committee is of the opinion that it is the right of each individual faculty member to be secure from arbitrary or biased action which affects her/his professional career, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO ADOPT THE POLICY THAT APPROPRIATE DEPARTMENTAL COMMITTEES ON PERSONNEL AND BUDGET SHALL SUBMIT IN WRITING, UPON REQUEST OF THE FACULTY MEMBER, REASONS FOR A NEGATIVE RECOMMENDATION AND THAT A REVIEW PROCEDURE BE ADOPTED IN EACH DEPARTMENT FOR USE IN THE EVENT THAT THE VALIDITY OF THE NEGATIVE RECOMMENDATION IS QUESTIONED.

C. CONDITIONS OF THE EDUCATIONAL ENVIRONMENT

Child Care

25. WHEREAS the Committee's investigation determined a noticeable lack of adequate child care facilities on the CUNY campuses, and

WHEREAS the lack of such facilities makes it impossible for many women to fully pursue their education and/or careers, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE SEVERAL COLLEGE PRESIDENTS, ESTABLISH PROFESSIONAL CHILD CARE FACILITIES OR SUPPORT GROUPS WORKING TO ESTABLISH CHILD CARE SERVICES AT EACH OF THE COLLEGES TO WHICH EACH MEMBER OF THE COLLEGE COMMUNITY HAS EQUAL ACCESS;

THAT THESE FACILITIES BE FINANCED BY AVAILABLE PUBLIC FUNDS, CUNY FUNDS, AND PRORATED FEES DETERMINED BY A CRITERIA BASED UPON FAMILY INCOME CHARGED TO THE INDIVIDUALS WHO EMPLOY THESE FACILITIES, EXCEPT THAT FAMILIES WITH ANNUAL INCOMES UNDER $6,000 SHOULD ENJOY FREE ACCESS TO SAID FACILITIES.

Women's Studies

26. WHEREAS the Committee is of the opinion that City University lacks a positive environment for the development and self-actualization of women, and

WHEREAS the vast majority of disciplines at CUNY virtually ignore the history, experiences, and contributions of women, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION ENCOURAGE INDIVIDUAL DEPARTMENTS AND/OR DIVISIONS TO DEVELOP CURRICULA IN THE AREA OF WOMEN'S STUDIES;

THAT DEPARTMENTS AND DIVISIONS REVIEW CURRICULA OF CURRENT COURSES IN ORDER TO INSURE THAT ATTITUDES, IMAGRY, AND MYTHS WHICH REFLECT AND REINFORCE THE SUBORDINATE STATUS OF WOMEN BE COUNTER-BALANCED WITH MATERIAL CRITICAL OF THOSE POSITIONS;

THAT LIBRARY HOLDINGS BE REVIEWED AND ANY DEFICIENCIES WITH REGARD TO WOMEN'S STUDIES BE REMEDIED.

Education and Career Development

27. WHEREAS the Committee is of the opinion that academic study is not incompatible with performance of other life responsibilities, such as parenthood and employment, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO PROHIBIT ANY RESTRICTIONS ON, OR DIMINISHED OPPORTUNITIES FOR, PART-TIME UNDERGRADUATE OR GRADUATE STUDIES IN THE AREAS OF ADMISSIONS, ACCESS TO COURSES, FINANCIAL AID, OR SUPPORT SERVICES;

THAT MORE FLEXIBLE TIME LIMITS FOR ADVANCED DEGREES BE ADOPTED SO AS TO OFFER INCREASED OPPORTUNITY TO QUALIFIED WOMEN CANDIDATES.

28. WHEREAS large numbers of women have left academia and at a later date and age desire to reenter educational institutions, and

WHEREAS in the past CUNY has offered special reentry programs for such groups as veterans and firemen, and policemen approaching retirement, BE IT RESOLVED

THAT THE CITY UNIVERSITY PUBLICIZE ITS WILLINGNESS TO ADMIT STUDENTS WHO HAVE INTERRUPTED THEIR ACADEMIC TRAINING;

THAT THE BOARD OF HIGHER EDUCATION, THROUGH SPECIAL FUNDING, ENCOURAGE THE IMMEDIATE ESTABLISHMENT ON EACH CAMPUS OF REENTRY PROGRAMS FOR WOMEN;

THAT APPLICATIONS AND ADMISSIONS PROCEDURES FOR THE REENTRY PROGRAMS ELIMINATE IRRELEVANT AND ARBITRARY REQUIREMENTS AND TAKE INTO ACCOUNT NON-ACADEMIC EQUIVALENT WORK/LIFE EXPERIENCE OF THE APPLICANT DURING ABSENCE FROM THE ACADEMIC COMMUNITY.

29. WHEREAS the Committee's investigation has revealed that many women graduate students are ineligible for financial assistance due to family or work responsibilities which necessitate their enrolling as less than full-time students, and

WHEREAS it is University policy that the title of lecturer (part-time) is to be used only for "people who are working towards a doctorate on a full-time basis and are to be employed as part-time teaching or research personnel," (UFCT Contract, p. 11), and

WHEREAS the Committee's research has indicated that approximately 10 percent of those currently employed in the lecturer (part-time) title hold Ph.D. degrees, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION SEEK FUNDS TO ESTABLISH A DOCTORAL FELLOWSHIP PROGRAM FOR WOMEN, GIVING PREFERENTIAL TREATMENT TO PART-TIME STUDENTS AND TO THOSE WOMEN WHO HAVE INTERRUPTED THEIR ACADEMIC CAREERS;

THAT THE BOARD, THROUGH THE OFFICE OF THE CHANCELLOR, NOTIFY THE SEVERAL COLLEGE PRESIDENTS TO REVIEW THE USE BEING MADE OF THE LECTURER (PART-TIME) TITLE TO ENSURE THAT THOSE POSITIONS ARE HELD SOLELY BY CUNY DOCTORAL CANDIDATES AND THAT WOMEN GRADUATE STUDENTS RECEIVE A NUMBER OF THOSE POSITIONS AT LEAST IN PROPORTION TO THEIR NUMBER IN THE TOTAL GRADUATE STUDENT BODY. ANY MEMBER OF THE INSTRUCTIONAL STAFF IN A LECTURER (PART-TIME) TITLE WHO POSSESSES THE PH.D. DEGREE IS TO HAVE PREFERENTIAL HIRING RIGHTS TO FULL-TIME, OR IF SO DESIRED, ADJUNCT VACANCIES WITHIN THE CUNY SYSTEM;

THAT THE BOARD, THROUGH THE COLLEGE PRESIDENTS, INVESTIGATE THE AWARDING OF RESEARCH ASSISTANTSHIPS AT THE GRADUATE LEVEL AND THE RESEARCH ASSOCIATESHIPS AT THE POST-DOCTORAL LEVEL TO INSURE THAT WOMEN HAVE EQUAL ACCESS TO THESE POSITIONS;

THAT THE BOARD AMEND ITS BYLAWS TO PROVIDE TUITION-FREE ACCESS TO GRADUATE DEGREE PROGRAMS FOR ALL MEMBERS OF THE CUNY FACULTY WHO HAVE NOT OBTAINED ADVANCED DEGREES.

30. WHEREAS the Committee's investigation determined an absence of adequate student support services, especially health and counseling services designed to meet the needs of women, perpetuating an educational environment in which women's needs are considered of secondary importance and potentially hindering the academic performance of women, BE IT RESOLVED

THAT FULL GYNECOLOGICAL, FAMILY PLANNING, ABORTION REFERRAL, AND OTHER NECESSARY HEALTH SERVICES BE PROVIDED ON EACH CAMPUS FOR WOMEN STUDENTS AND EMPLOYEES, AND THAT THESE SERVICES BE FINANCED IN THE SAME MANNER AS ARE OTHER CAMPUS HEALTH SERVICES;

THAT EACH CAMPUS REORGANIZE ITS COUNSELING SERVICES AND STAFF WHERE NECESSARY TO INSURE THAT THE NEEDS OF WOMEN STUDENTS ARE BEING MET IN ACADEMIC, CAREER, PLACEMENT, PSYCHOLOGICAL, AND OTHER COUNSELING AREAS, INCLUDING THE RECRUITMENT OF COUNSELORS WHO HAVE EXPERTISE IN DEALING WITH THE PARTICULAR PROBLEMS AND NEEDS OF WOMEN INCLUDING MINORITY GROUP WOMEN IN ACADEMIA;

THAT CUNY PLACEMENT SERVICES CEASE TO COOPERATE WITH REFERRAL AGENCIES AND EMPLOYERS WHO PRACTICE SEX DISCRIMINATION.

31. WHEREAS the Committee's survey of CUNY college catalogues shows that several institutions require a student who becomes pregnant to immediately notify her counselor, executive officer, Dean of Students, and/or college medical officer, who subsequently either grants permission for the student to remain enrolled or requires a maternity leave of specified duration, BE IT RESOLVED

THAT COLLEGE PRESIDENTS IMMEDIATELY ESTABLISH POLICIES WHEREBY STUDENT MATERNITY/PATERNITY LEAVES ARE TAKEN AT THE DISCRETION OF THE STUDENT, MALE OR FEMALE, FOR THE PURPOSE OF CHILDBIRTH, CHILD CARE, OR ADOPTION;

THAT COLLEGE REGULATIONS OF TIME LIMITS FOR ADVANCED DEGREES ALLOW UP TO TWO YEARS OF MATERNITY/PATERNITY LEAVE, DURING WHICH TIME STUDENTS ON LEAVE ARE TO BE CONSIDERED MEMBERS OF THE UNIVERSITY COMMUNITY IN GOOD STANDING ENTITLED TO ALL HEALTH AND INSURANCE BENEFITS, AND ALL OTHER PRIVILEGES, RECEIVED WHEN ACTIVELY ENROLLED;

THAT COLLEGE REGULATIONS ON NAME CHANGES FOR FEMALE STUDENTS WHO MARRY WHILE ENROLLED IN A DEGREE PROGRAM STIPULATE THAT ALL RECORDS AND OFFICIAL STATEMENTS BY THE COLLEGE WITH RESPECT TO THE STUDENT SHALL BE CHANGED TO INCORPORATE THE MARRIED NAME ONLY AT THE DISCRETION OF THE STUDENT.

32. WHEREAS the Committee's research indicates pronounced sex typing of major fields resulting in the absence and/or underrepresentation of women in many academic disciplines and career programs, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE OFFICE OF THE CHANCELLOR, ADVISE THE SEVERAL COLLEGE PRESIDENTS TO TAKE IMMEDIATE STEPS TO DEVELOP PROGRAMS TO INCREASE THE ENROLLMENT OF WOMEN STUDENTS IN DEPARTMENTS WHERE THE PERCENTAGE OF FEMALE ENROLLEES AND/OR MAJORS IS SIGNIFICANTLY BELOW THE UNIVERSITY AVERAGE;

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE OFFICE OF THE CHANCELLOR, SPONSOR CONFERENCES TO FAMILIARIZE ALL CITY UNIVERSITY VOCATIONAL GUIDANCE PERSONNEL, INCLUDING THOSE WHO REACH OUT TO NEW YORK CITY HIGH SCHOOLS, WITH THE FULL RANGE OF EDUCATIONAL AND CAREER OPPORTUNITIES AVAILABLE TO WOMEN STUDENTS;

THAT THE SEVERAL CUNY COLLEGES OFFER ORIENTATION PROGRAMS FOR INCOMING STUDENTS THAT INCLUDE INFORMATION ON ALTERNATIVE EDUCATIONAL AND CAREER OPPORTUNITIES FOR WOMEN.

33. WHEREAS the limited numbers of women faculty in the professorial ranks and in certain disciplines at CUNY restricts the role models available to women students and thereby hinders their efforts to perceive of themselves as future members of academia, and

WHEREAS the presence of women faculty at all levels and in all disciplines will benefit the entire academic community, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION ENCOURAGE THE COLLEGE PRESIDENTS TO REVIEW PROCEDURES FOR APPOINTMENT

AS VISITING AND/OR DISTINGUISHED FACULTY IN ORDER TO INSURE THAT WOMEN BE EQUITABLY CONSIDERED FOR THESE TITLES. THIS IN NO WAY IS TO IMPEDE CUNY'S EFFORTS TO INCREASE THE EMPLOYMENT OF WOMEN ON THE PERMANENT INSTRUCTIONAL STAFF;

THAT THE COLLEGES AND THE APPROPRIATE FACULTY BODIES TAKE ACTION TO SEE THAT WOMEN ARE AMONG THOSE TO BE CONSIDERED FOR THE RECEIPT OF HONORS, SUCH AS HONORARY DEGREES, FROM CUNY.

34. WHEREAS research on academic career development indicates a different employment history between female and male Ph.D.'s and that the first job after the Ph.D. is crucial for career development, and that women, on the average, have a greater problem than men finding first jobs in academic fields that provide time and opportunity for research and publication, BE IT RESOLVED

THAT DEPARTMENT CHAIRPERSONS AND THOSE OTHER FACULTY PERSONS CONCERNED WITH JOB PLACEMENT MAKE A DELIBERATE EFFORT TO PLACE WOMEN GRADUATES IN THE BEST POSSIBLE PROFESSIONAL POSITIONS, AND THAT THEY RECOMMEND WOMEN FOR PROFESSIONAL POSITIONS, WITHOUT REGARD TO MARITAL STATUS OR PRESUMED INTENTIONS.

35. WHEREAS the Committee's survey of University publications including press releases, college catalogues, and career planning guides revealed a reinforcement of cultural sex stereotyping which can only function to channel women into limited educational and employment opportunities, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION, THROUGH THE OFFICE OF THE CHANCELLOR, DIRECT THE OFFICE OF UNIVERSITY RELATIONS AND THE SEVERAL COLLEGE PUBLICATION OFFICES TO SYSTEMATICALLY REVIEW AND REVISE ALL LITERATURE THAT REFLECTS SEXUAL BIAS. REINFORCES SEX STEREOTYPING OF EDUCATIONAL AND/OR EMPLOYMENT OPPORTUNITIES, OR IS ADDRESSED PRIMARILY TO MEN, OR ANY OTHER USE OF LANGUAGE WHICH SERVES TO REINFORCE THE IMPRESSION THAT THE ACADEMIC NORM IS MALE.

D. AFFIRMATIVE ACTION OFFICER FOR WOMEN

36. WHEREAS affirmative action guidelines recognize differences in the problems faced by women and by ethnic minorities by requiring the establishment of separate goals and timetables for women and minorities, and

WHEREAS the Board of Higher Education Bylaws delegate primary responsibility for governance and academic decision-making to the several CUNY colleges, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION EXPAND THE MANDATE OF THE UNIVERSITY AFFIRMATIVE ACTION OFFICE TO INCLUDE A FULL-TIME AFFIRMATIVE ACTION OFFICER FOR WOMEN CONCERNED EXCLUSIVELY WITH:

A. ASSISTING AND MONITORING THE DEVELOPMENT OF THE AFFIRMATIVE ACTION PROGRAMS AT EACH UNIT OF THE CUNY SYSTEM AS THEY RELATE TO WOMEN;

B. DESIGNING AND DIRECTING CONTINUING RESEARCH ON THE STATUS OF WOMEN AT CUNY;

C. DEVELOPING AND MAINTAINING AN INFORMATION BANK ON WOMEN AVAILABLE FOR EMPLOYMENT, INCLUDING FILES ON ORGANIZATIONS AND ASSOCIATIONS WHICH CAN AID IN THE FURTHER RECRUITMENT OF WOMEN;

D. CONSULTING ON REQUEST WITH SEX DISCRIMINATION COMPLAINANTS, INCLUDING APPRISAL OF THEIR RIGHTS, REPRESENTATION IN ANY REVIEW PROCEEDINGS HELD BY THE UNIVERSITY AFFIRMATIVE ACTION COMMITTEE OR IN ANY FORMAL UNIVERSITY GRIEVANCE PROCEEDINGS;

E. PREPARING OF ***AMICUS CURIAE*** *BRIEFS TO BE SUBMITTED AT GRIEVANCE HEARINGS IN BEHALF OF THE UNIVERSITY AFFIRMATIVE ACTION OFFICE, AND*

F. CONSULTING WITH LEGAL COUNSEL TO THE BOARD OF HIGHER EDUCATION TO BRING ABOUT NEEDED AMENDMENTS TO THE BYLAWS; AND THAT THIS OFFICER BE A WOMAN WITH EXPERIENCE IN AND COMMITMENT TO THE MOVEMENT FOR WOMEN'S RIGHTS;

THAT THE BOARD, THROUGH THE COLLEGE PRESIDENTS, FURTHER EXPAND THE AFFIRMATIVE ACTION MANDATE TO INCLUDE THE APPOINTMENT OF AN AFFIRMATIVE ACTION OFFICER FOR WOMEN AT EACH OF THE EDUCATIONAL UNITS OF THE CUNY SYSTEM, AFTER CONSULTATION BETWEEN THE PRESIDENT AND INTERESTED WOMEN'S GROUPS ON THE CAMPUS, TO ASSUME SUCH RESPONSIBILITIES AS:

A. CONSULTATION WITH THE COLLEGE'S AFFIRMATIVE ACTION COMMITTEE TO CLARIFY THE REQUIREMENTS OF AFFIRMATIVE ACTION FOR WOMEN;

B. COLLECTION AND ANALYSIS OF DATA AS IT RELATES TO THE STATUS OF WOMEN FOR THE COLLEGE'S AFFIRMATIVE ACTION COMMITTEE AND THE UNIVERSITY'S CENTRAL DATA BANKS;

C. PREPARATION OF REGULAR REPORTS TO THE COLLEGE COMMUNITY ON THE PROGRAMS AND PROGRESS OF WOMEN AT THE COLLEGE;

D. CONSULTATION ON THE PROVISION OF CHILD CARE FACILITIES AND EMPLOYEE TRAINING AND UPGRADING PROGRAMS ON THE CAMPUS, AND

E. CONSULTATION ON REQUEST WITH SEX DISCRIMINATION COMPLAINANTS INCLUDING APPRISAL OF THEIR RIGHTS AND REPRESENTATION IN ANY REVIEW PROCEEDINGS HELD BY THE COLLEGE AFFIRMATIVE ACTION COMMITTEE OR IN ANY FORMAL UNIVERSITY GRIEVANCE PROCEEDINGS.

E. SUCCESSOR COMMITTEE

37. WHEREAS the Committee's investigation indicates that women in CUNY are of secondary status

and are not able to participate fully in the University, and that the present institutional structure of CUNY does not deal with the problems of women, and

WHEREAS much remains to be done to insure that progress is made toward equal opportunity for women at CUNY, and

WHEREAS there is sufficient activity and interest concerning the status of women on the CUNY campuses to warrant the creation of a Committee on the Status and Needs of Women representative of and able to further those interests, and

WHEREAS it is the determined decision of this Committee to dissolve with the forwarding of its final report to the Chancellor, BE IT RESOLVED

THAT THE BOARD OF HIGHER EDUCATION AMEND ITS BYLAWS TO CREATE AND ADEQUATELY FUND BY JUNE 1973 A UNIVERSITY COMMITTEE ON THE STATUS AND NEEDS OF WOMEN TO SERVE AS AN ELECTED BODY CONSISTING OF REPRESENTATIVES FROM EACH CUNY COLLEGE, WITH PROCEDURES FOR ELECTION TO BE DETERMINED BY THE INDIVIDUAL COLLEGES, AND THAT THE UNIVERSITY COMMITTEE SHALL MAKE ITS OWN RULES PROVIDING FOR ITS INTERNAL ADMINISTRATION;

THAT THE UNIVERSITY COMMITTEE ON THE STATUS AND NEEDS OF WOMEN BE MANDATED TO MONITOR IMPLEMENTATION OF THE RESOLUTIONS OF THE CHANCELLOR'S ADVISORY COMMITTEE ON THE STATUS OF WOMEN, TO FORMULATE POLICY ON THE STATUS AND NEEDS OF WOMEN, AND TO TAKE SUCH ACTIONS AS IT DEEMS NECESSARY TO FURTHER IMPROVE THE STATUS OF WOMEN AT CUNY, WHICH MIGHT INCLUDE, BUT ARE NOT LIMITED TO:

1. DEVELOPMENT AND/OR ADVISEMENT ON PROGRAMS, CONFERENCES, OR SEMINARS FOR CUNY EMPLOYEES WHICH HEIGHTEN AWARENESS OF AND EXPLORE ISSUES RAISED BY THE CHANGING STATUS OF WOMEN AND THE EFFECT OF CUNY POLICIES ON THEIR STATUS;

2. DEVELOPMENT AND/OR ADVISEMENT ON PROGRAMS, CONFERENCES, OR SEMINARS FOR CUNY STUDENTS, AT THE SPECIFIC COLLEGES, ESPECIALLY INCOMING STUDENTS, WHICH EXPLORE THE STATUS AND NEEDS OF WOMEN AND WHICH ENCOURAGE WOMEN TO COME TOGETHER AROUND SUCH ISSUES AS THEY MAY DEEM RELEVANT;

3. DEVELOPMENT AND/OR COORDINATION OF WOMEN'S STUDIES CURRICULA;

4. COORDINATION OF ATTEMPTS TO SECURE FUNDS FOR COLLEGE AND/OR STUDENT-SPONSORED PROGRAMS OR FACILITIES DEEMED NECESSARY TO IMPROVE THE STATUS OF WOMEN;

5. EVALUATION OF EXPERIMENTAL CAREER PROGRAMS AS THEY RELATE TO WOMEN;

6. LIAISON WITH WOMEN'S GROUPS ON THE SEVERAL CUNY CAMPUSES, WITH COMMITTEES ON THE STATUS OF WOMEN AT OTHER UNIVERSITIES, AND WITH COMMITTEES ON THE STATUS OF WOMEN IN PROFESSIONAL ASSOCIATIONS.

APPENDIX A: FEDERAL LAWS[1] AND REGULATIONS CONCERNING SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS[2], OCTOBER 1972*

	EXECUTIVE ORDER 11246 as amended by 11375	TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972	EQUAL PAY ACT OF 1963 as amended by the Education Amendments of 1972 (Higher Education Act)	TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Higher Education Act)[13]	TITLE VII (SECTION 799A) & TITLE VIII (SECTION 845) OF THE PUBLIC HEALTH SERVICE ACT as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971[18]
EFFECTIVE DATE	October 13, 1968	March 24, 1972 (July 1965 for non-professional workers.) (Institutions with 15-24 employees are not covered until March 24, 1973.)	July 1, 1972 (June 1964 for non-professional workers.)[7]	July 1, 1972 (Admissions provisions effective July 1, 1973.)	November 18, 1971
WHICH INSTITUTIONS ARE COVERED?	All institutions with federal contracts of over $10,000.[7]	All institutions with 15 or more employees.	All institutions.	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).	All institutions receiving or benefitting from a grant, loan guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act.[19]
WHAT IS PROHIBITED[3]	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training and other conditions of employment) on the basis of race, color, religion, national origin or sex. Covers all employees.	Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.	Discrimination against students or others[14] on the basis of sex.[15]	Discrimination in admission of students on the basis of sex and against some employees.[20]
EXEMPTIONS FROM COVERAGE	None.	Religious institutions are exempt with respect to the employment of individuals of a particular religion or religious order (including those limited to one sex) to perform work for that institution. (Such institutions are not exempt from the prohibition of discrimination based on sex, color and national origin.)	None.	Religious institutions are exempt if the application of the anti-discrimination provisions are not consistent with the religious tenets of such organizations. Military schools are exempt if their primary purpose is to train individuals for the military services of the U.S. or the merchant marine. Discrimination in admissions[16] is prohibited only in vocational institutions (including vocational high schools), graduate and professional institutions, and public undergraduate coeducational institutions.	None.
WHO ENFORCES THE PROVISIONS?	Office of Federal Contract Compliance (OFCC) of the Department of Labor has policy responsibility and oversees federal agency enforcement programs. OFCC has designated HEW as the Compliance Agency responsible for enforcing the Executive Order for all contracts with educational institutions. HEW's Office for Civil Rights (Division of Higher Education) conducts the reviews and investigations.	Equal Employment Opportunity Commission (EEOC).[9]	Wage and Hour Division of the Employemnt Standards Administration of the Department of Labor.	Federal departments and agencies which are empowered to extend financial aid to educational programs and activities. HEW's Office for Civil Rights (Division of Higher Education) is expected to have primary enforcement powers to conduct the reviews and investigations.[17]	HEW's Office for Civil Rights (Division of Higher Education) conducts the reviews and investigations.

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HOW IS A COMPLAINT MADE?	By letter to OFCC or Secretary of HEW.	By a sworn complaint form, obtainable from EEOC.	By letter, telephone call, or in person to the nearest Wage & Hour Division office.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.
CAN COMPLAINTS OF A PATTERN OF DISCRIMINATION BE MADE AS WELL AS INDIVIDUAL COMPLAINTS?	Yes. However, individual complaints are referred to EEOC.	Yes.	Yes.	Yes.	Yes.
WHO CAN MAKE A COMPLAINT?[4]	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s).	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s) or applicant(s). Members of the Commission may also file charges.	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s).	Individuals and/or organizations on own behalf or on behalf of aggrieved party.	Individuals and/or organizations on own behalf or on behalf of aggrieved party.
TIME LIMIT FOR FILING COMPLAINTS[5]	180 days.	180 days.	No official limit, but recovery of back wages is limited by statute of limitations to 2 years for a non-willful violation and 3 years for a willful violation.	Procedure not yet determined.	Procedure not yet determined.
CAN INVESTIGATIONS BE MADE WITHOUT COMPLAINTS?	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints. Pre-award reviews are mandatory for contracts over $1,000,000.	No. Government can conduct investigations only if charges have been filed.	Yes. Government can conduct periodic reviews without a reported violation as well as in response to complaints.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.
CAN THE ENTIRE INSTITUTION BE REVIEWED?	Yes. HEW may investigate part or all of an institution.	Yes. EEOC may investigate part or all of an establishment.	Yes. Usually Wage-Hour reviews the entire establishment.	Yes. HEW may investigate those parts of an institution which receive federal assistance (as well as other parts of the institution related to the program, whether or not they receive direct federal assistance). If the institution receives general institutional aid, the entire institution may be reviewed.	Yes. HEW may investigate those parts of an institution which receive federal assistance under Title VII and VIII (as well as other parts of the institution related to the program, whether or not they receive assistance under these titles).
RECORD KEEPING REQUIREMENTS & GOVERNMENT ACCESS TO RECORDS	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.
ENFORCEMENT POWER & SANCTIONS	Government may delay new contracts, revoke current contracts, and debar institutions from eligibility for future contracts.	If attempts at conciliation fail, EEOC or the U.S. Attorney General may file suit.[10] Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, order reinstatement of employees, and award back pay.	If voluntary compliance fails,[11] Secretary of Labor may file suit. Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order salary raises, back pay and assess interest	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.

CAN BACK PAY BE AWARDED?[6]	Yes. HEW will seek back pay only for employees who were not previously protected by other laws allowing back pay.	Yes. For up to 2 years prior to filing charges with EEOC.	Yes. For up to 2 years for a non-willful violation and 3 years for a willful violation.	Probably, to the extent that employees are covered.	Probably, to the extent that employees are covered.
AFFIRMATIVE ACTION REQUIREMENTS (There are no restrictions against affirmative action which is non-preferential.)	Affirmative action plans (including numerical goals and timetables) are required of all contractors with contracts of $50,000 or more and 50 or more employees.[8]	Affirmative action is not required unless charges have been filed, in which case it may be included in conciliation agreement or be ordered by the court.	Affirmative action, other than salary increases and back pay, is not required.	Affirmative action may be required after discrimination is found.	Affirmative action may be required after discrimination is found.
COVERAGE OF LABOR ORGANIZATIONS	Any agreement the contractor may have with a labor organization can not be in conflict with the contractor's affirmative action commitment.	Labor organizations are subject to the same requirements and sanctions as employers.	Labor organizations are prohibited from causing or attempting to cause an employer to discriminate on the basis of sex. Complaints may be made and suits brought against these organizations.	Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the nondiscrimination provisions of the legislation.	Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the nondiscrimination provisions of the legislation.
IS HARASSMENT PROHIBITED?	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint; assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions will be prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation or instituted proceedings.
NOTIFICATION OF COMPLAINTS	Notification of complaints has been erratic in the past. HEW is proposing notifying institutions of complaints within 10 days. HEW notifies institutions a few weeks prior to investigation.	EEOC notifies institutions of complaints within 10 days.	Complaint procedure is very informal. Employer under review may or may not know that a violation has been reported.	Procedure not yet determined.	Procedure not yet determined.
CONFIDENTIALITY OF NAMES	Individual complainant's name is usually given to the institution. Investigation findings are kept confidential by government, but can be revealed by the institution. Policy concerning government disclosure concerning investigations and complaints has not yet been issued. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is divulged when an investigation is made. Charges are not made public by EEOC, nor can any of its efforts during the conciliation process be made public by the Commission or its employees. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	The identity of a complainant, as well as the employer (and union, if involved), is kept in strict confidence.[12] If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.
FOR FURTHER INFORMATION CONTACT:	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Office of Federal Contract Compliance Employment Standards Administration Department of Labor Washington, D.C. 20210 or Regional HEW or DOL Office	Equal Employment Opportunity Commission 1800 G Street, N.W. Washington, D.C. 20506 or Regional EEOC Office	Wage and Hour Division Employment Standards Administration Department of Labor Washington, D.C. 20210 or Field, Area, or Regional Wage and Hour Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Regional HEW Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 or Regional HEW Office

FOOTNOTES

GENERAL

1. State employment and/or human relations laws may also apply to educational institutions. The Equal Rights Amendment to the U.S. Constitution, passed by the Congress and now in the process of ratification would, when ratified, forbid discrimination in publicly supported schools at all levels, including students and faculty.
2. Unless otherwise specified, "institution" includes public and private colleges and universities, elementary and secondary schools, and preschools.
3. A bona fide seniority or merit system is permitted under all legislation, provided the system is not discriminatory on the basis of sex or any other prohibited ground.
4. There are no restrictions against making a complaint under more than one anti-discrimination law at the same time.
5. This time limit refers to the time between an alleged discriminatory act and when a complaint is made. In general, however, the time limit is interpreted liberally when a continuing practice of discrimination is being challenged, rather than a single, isolated discriminatory act.
6. Back pay cannot be awarded prior to the effective date of the legislation.

EXECUTIVE ORDER 11246 as amended by 11375

7. The definition of "contract" is very broad and is interpreted to cover all government contracts (even if nominally entitled "grants") which involve a benefit to the federal government.
8. Although public institutions are not exempt from the affirmative action requirements, they need not have a written affirmative action plan. A proposed regulation (Federal Register, October 4, 1972) would delete this exemption for public institutions.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972

9. In certain states that have fair employment laws with prohibitions similar to those of Title VII, EEOC automatically defers investigation of charges to the state agency for 60 days. (At the end of this period, EEOC will handle the charges unless the state is actively pursuing the case. About 85 percent of deferred cases return to EEOC for processing after deferral.)
10. Due to an ambiguity in the law as it relates to public institutions, it is not yet clear whether EEOC or the Attorney General will file suit in all situations which involve public institutions.

EQUAL PAY ACT OF 1963 as amended by the Education Amendments of 1972 (Higher Education Act)

11. Over 95 percent of all Equal Pay Act investigations are resolved through voluntary compliance.
12. Unless court action is necessary, the name of the parties need not be revealed. The identity of a complainant or a person furnishing information is never revealed without that person's knowledge and consent.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (Higher Education Act)

13. Final regulations and guidelines for Title IX of the Education Amendments of 1972 have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.
14. The sex discrimination provision of Title IX is patterned after Title VI of the Civil Rights Act of 1964, which forbids discrimination on the basis of race, color and national origin in all federally assisted programs. By specific exemption, the prohibitions of Title VI do not cover employment practices (except where the primary objective of the Federal aid is to provide employment). However, there is no similar exemption for employment in Title IX.
15. Title IX states that: "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. . ."
16. The following are exempted from the admissions provision:

    Private undergradute institutions.
    Elementary and secondary schools other than vocational schools.
    Single-sex public undergraduate institutions. (If public single-sex undergraduate institutions decide to admit both sexes, they will have 7 years to admit female and male students on a nondiscriminatory basis, provided their plans are approved by the Commissioner of Education.)

    Note 1. These exemptions apply to admissions only. Such institutions are still subject to all other anti-discrimination provisions of the Act.
    Note 2. Single sex professional, graduate and vocational schools at all levels have until July 1979 to achieve nondiscriminatory admissions, provided their plans are approved by the Commissioner of Education.
17. Under Title VI of the 1964 Civil Rights Act, which Title IX of the Education Amendments closely parallels, federal agencies which extend aid to educational institutions have delegated their enforcement powers to HEW. A similar delegation of enforcement power is expected under Title IX.

TITLE VII & TITLE VIII OF THE PUBLIC HEALTH SERVICE ACT as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971

18. Final regulations and guidelines for Title VII and VIII of the Public Health Service Act have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.
19. Schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, pharmacy, podiatry, public health, allied public health personnel and nursing are specifically mentioned in Titles VII and VIII. Regulations issued June 1, 1972 by the Secretary of HEW specify that all entities applying for awards under Titles VII or VIII are subject to the nondiscrimination requirements of the act.
20. HEW regulations state: "Nondiscrimination in admission to a training program includes nondiscrimination in all practices relating to applicants to and students in the program; nondiscrimination in the enjoyment of every right, privilege and opportunity secured by admission to the program; and nondiscrimination in all employment practices relating to employees working directly with applicants to or students in the program."

APPENDIX B: SELECTED REFERENCES, THE STATUS OF WOMEN IN HIGHER EDUCATION

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APPENDIX C: MATERNITY/PATERNITY LEAVE DRAFT RESOLUTION OF BHE BYLAWS[1]

Section 13.2 (SICK LEAVE) *LEAVE FOR TEMPORARY DISABILITY a.* For the purposes of these Bylaws a temporary disability shall be defined as any temporary physical or mental impairment of health including pregnancy, complications of pregnancy, and childbirth.

(a.) *b.* Members of the instructional staff shall be granted (sick) *temporary disability* leave of twenty calendar days exclusive of Saturdays, Sundays and authorized holidays and recesses during each year of service. Persons appointed to instructional positions immediately after having served as regular employees in schools or colleges supported in whole or in part from city funds shall have (sick) *temporary disability* leave balances credited to them not exceeding those which would have been earned under the jurisdiction of the Board of Higher Education. Services in a school or college supported in whole or part by city funds concurrent with service in an institution under the jurisdiction of the Board of Higher Education shall not be counted. The unused portion of such (sick) *temporary disability* leave shall be cumulative to a maximum of one hundred and sixty calendar days during which the college is in regular session.[2]

(b.) *c.* Any absences in excess of the cumulative (sick) *temporary disability* leave accrued to an absentee shall be taken without pay, except that the Board may, in cases of protracted (illness) *disability* or unusual hardship hear recommendations from the president that the Bylaws be waived without thereby establishing a precedent.

(c.) *d.* For the purpose of computing the number of days of cumulative (sick) *temporary disability* leave this section shall be deemed effective as of the date of the member's appointment to a position covered by this Bylaw.

(d.) *e.* The (sick) *temporary disability* leave shall be computed commencing from the date of first absence from assigned duties and shall include all additional calendar days exclusive of Saturdays, Sundays, and authorized holidays and recesses until such person's return.

(e.) *f.* Persons employed on partial schedules shall have their (sick) *temporary disability* leave prorated.

(f.) *g.* (Sick) *Temporary disability* leave shall be earned only after a full calendar month of service and no accruals or partial accruals shall be granted for service of less than a full calendar month. A full calendar month of service shall represent service from the first working day through the last working day of a given month.

(g.) *h.* Any member of the instructional staff who is absent from duty because of (illness) *temporary disability* shall promptly inform her/his department chairperson, who in turn shall inform the appropriate dean of the nature of the (illness) *disability* and of the probable duration of the absence.

(i.) *j.* Members of the instructional staff who are absent because of (illness) *disability* for more than five consecutive working days may be required to submit a medical certificate from their personal physician upon their return to work.

Where any absences because of (illness) *disability* exceeds thirty consecutive working days, the ab-

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1. In the following Appendix, bracketing indicates material to be deleted from the Bylaws; italics indicates new material.
2. Employees who on 9/1/69 are entitled to cumulative unused (sick) *temporary disability* leave in excess of one hundred and sixty calendar days shall retain the excess accumulation. However, hereafter no (sick) leave can be accumulated in excess of one hundred and sixty calendar days.

sentee shall present a statement from her/his physician explaining the nature of her/his (illness) *disability* and certifying that she/he is fully capable of returning to work. In the case of any such absences the college may also require an examination by a physician in its employ, or appointed by it, who shall be required to certify that the absentee is fully capable of returning to work. In cases where there is a conflict of opinion, a third physician, acceptable to the absentee and to the president of the college shall be called in and his judgment shall be accepted as conclusive. In the event that it is found that the condition of such person is such that she/he is incapable of resuming her/his normal duties, such person shall apply for such additional period of leave of absence as may be necessary. Failure to make such application for additional period of leave of absence shall be deemed neglect of duty.

(j.) *k.* (Sick) *Temporary disability* leave for more than one year shall not be granted to an applicant who is above the age of sixty-five years.

(k.) *l.* Leaves of absence without pay for (illness) *disability* for periods of less than one year may be recommended by the Board to the appropriate retirement system for credit as service for retirement. Increments may be recommended by the Board for the period during which an employee is on leave of absence without pay for (illness) *disability* for periods of less than one year.

Section 13.3 RETIREMENT LEAVES. Members of the New York City Teachers' Retirement System and members of the permanent instructional staff and lecturers (full-time) with Administrative Certificates of Continuous Employment, persons with titles in the Higher Education Officer series, and persons with titles in the business manager series who are members of any other retirement system who announce their bona fide intention to retire shall be granted a retirement leave of absence with full pay consisting of one-half of their accumulated unused (sick) *temporary disability* leave up to a maximum of one semester, or the equivalent number of school days. Terms and conditions relating to such retirement leave shall be governed by Section 3107 of the State Education Law.

(Section 13.5) *Section 13.4 ANNUAL LEAVE.* a. The period of annual leave for teaching members of the faculty who have taught for a full year (September-June) in the titles of professor, associate professor, assistant professor, instructor, lecturer (full-time)[3] and lecturer (part-time) shall be from the day subsequent to the June commencement at each college until the first of September following such commencement.

b. The period of annual leave for college laboratory technicians, research assistants, Higher Education Officer title series, registrar title series and business manager series shall be 23 work days per year. If the appointment is for less than a year, the vacation period shall be prorated accordingly.

All employees in any of the above titles who were employed prior to September 1, 1969 shall suffer no loss or diminution of prior vacation privileges.

c. The period of annual leave for members of the instructional staff who are employed in the libraries shall be 30 days.

(Section 13.6) *Section 13.5 LEAVES FOR SPECIAL PURPOSES.* a. Special leaves for personal emergencies of not more than ten working days may be granted *with pay* by the president at her/his discretion.

b. On the recommendation of the relevant departmental committee concerned with appointment, the relevant college committee and the president, the Board may grant to members of the instructional staff leaves of absence for special purposes such as study, writing, research, the carrying out of a creative project or public service of reasonable duration. Such leaves shall be without pay.

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3. Until 7/1/71 these provisions shall not apply to lecturers (full-time) not paid against an annual budget line or to lecturers (part-time).

(d.) *c. Special leaves for the purpose of caring for a newborn child shall be granted to a member of the instructional staff upon notification to the president and application for such leave, provided the applicant has legal responsibility for the care and/or support of said child. Such leave shall, insofar as is practicable, begin on February 1 or September 1, unless the date of the birth of the child is such as to render these times inappropriate. The duration of the leave shall be one full semester. In exceptional cases, the president may terminate such leave during the college term, provided there is an appropriate opening in which the applicant's service may be utilized. An extension of such special leave shall be permitted on request for a period not in excess of one year from the end of the original leave. No further extension shall be permitted. Special leaves for the purpose of caring for a newborn child shall be granted without pay during the period of the leave including the vacation period concomitant to the leave. If the leave is for one semester only, the loss of paid vacation shall be for one month only. If the leave is for two semesters, both months of vacation shall be without pay. If the duration of the leave is one year or more, it shall not be credited toward salary increments.*

(c.) *d.* The Board may allow special leaves to be credited as service for retirement purposes. Where the leave is for one year or longer, it shall not be credited for purposes of increment, except that increment credit may be granted when the president certifies that the leave is being taken for a project of academic, scholarly or public importance that brings honor and recognition to the college.

e. Where the service of a member of the instructional staff is interrupted by reason of absence on a special leave granted pursuant to this section, the period of creditable service immediately preceding such absence shall be counted in computing the years of service required for the granting of tenure.

(d.) *f.* The Board shall grant a special leave of absence without pay, if required by a contract entered into after collective negotiations, to those persons and under the terms and conditions designated in said contract.

(Section 13.7) *13.6 REPEATED LEAVES.* In case a member of a staff makes repeated requests for leaves of any kind, and/or extensions thereof, the Board shall consider whether such leave be granted or whether it would be to the educational welfare of the college to request a disability retirement or the separation of the member from the college.

ADDENDUM: "SEX DISCRIMINATION: A CASE STUDY OF FACULTY AT QUEENS COLLEGE"

BY WILLIAM HAMOVITCH AND RICHARD D. MORGENSTERN*

The following short study is being included as an addendum to this Report because of its reference to the issues discussed in Chapter III. The inclusion of this study should not be taken as an indication of the Committee's approval of the authors' predictions, research design, or conclusions.

I. INTRODUCTION

How widespread is discrimination against women in the labor market? And if discrimination exists in substantial amount, what forms does it take? Are women paid less than men for the same work? Do qualified women have less access to higher level positions within occupations? If pay and promotion are generally limited for women, do different fields within particular occupations offer more chance for advancement? Or is it a lower availability of qualified women that accounts for their conspicuous absence from the more prestigious and better paying jobs? While the accumulating evidence is that some of these phenomena and possibly others are prevalent, considerable skepticism about the relative importance of these factors continues to exist in many quarters.

The purpose of this paper is to present the results of an analysis of the various forms of sex discrimination in one particular occupation at one particular institution.[1] On an *a priori* basis neither the occupation (academia) nor the institution (a major university in New York City) would appear to be a particularly fertile hunting ground for sex discrimination. The presence of a strong liberal tradition, the recent representation by a nationally affiliated labor union, and its location in the New York environment all tend to make Queens College an unlikely place to find sex discrimination. Notwithstanding, with the aid of the detailed personnel files of the University and a multivariate statistical analysis we present our findings.

To untangle the various forms of discrimination we define the ratio of female to male income in a particular occupation as the product of three factors: i) the size of the female labor force relative to the male labor force in that occupation, ii) the ratio of the female to male employment rate, and iii) the ratio of the female to male wage rate.

Equality of labor force participation, employment, and wage rates by sex would guarantee equality of income shares in particular occupations. Less than equal participation of women in the labor force of a particular occupation, and lower employment or wage rates would, of course, produce a female-male income ratio of less than one.

The basic methodology of this paper is to examine these three factors as they relate to the income shares by sex at Queens College. Our findings are that the principal causes of the female income share being less than one quarter of the total among faculty at Queens College relates to the first and third of the three factors but not at all to the second factor. That is, owing to the small number of women doctorates in this country (e.g., less than 15 percent of the total doctorates were earned by women in the decade of the sixties), women are seriously underrepresented in the academic labor force. At Queens College, since 1960, the employment rate has been above the national average of the 15 percent of women doctorates thus offsetting somewhat the underrepresentation in the labor force. However, these women who are employed at Queens College more readily than their national "supply" would warrant are paid about $2,000 less than their male counterparts *holding constant the available measurable factors that allegedly determine rank and salary.* Thus at a major urban University, sex discrimination is not apparent in the numbers of women hired relative to their small supply but it is evident in the compensation (and rank) provided them.

II. EMPIRICAL FINDINGS ON HIRING

Table one contains the data on the percent of female doctorates awarded in all U.S. institutions and the percent of females hired by Queens College, 1960-1969. For all disciplines 14.3 percent of total doctorates awarded went to females. This breaks into more than 20 percent for the Humanities and Education and less than 11 percent for the Social and Physical Sciences.

At Queens College almost one quarter of the doctorates hired over the period 1960-1969 were female. The relative distribution of hirings by discipline is quite similar to the national production of doctorates except for Education where Queens' hirings were almost twice as high as the national "production" figures.

While it is difficult to draw sophisticated inferences from this type of data, several points seem clear: i) Even in recent years women have received, on the average, only about one out of seven of the doctorates granted in the U.S. In some disciplines, like the Natural and Social Sciences, their representation is even lower. ii) Given this supply situation, Queens College measures up reasonably well in hirings of females. Although this analysis deals neither with the level at which women are hired nor the rate at which they are promoted, it does say that in terms of the recent production of women doctorates in the decade of the 60s, Queens College's hiring policies have not been discriminatory in terms of number of women hired.

It can be argued that, because such a large proportion of Queens doctoral faculty are recruited from two local schools, Columbia and New York Universities (44 percent during the decade of the 1960s) the production of women doctorates from these schools ought to be considered in the assessment of sex discrimination in hiring. Data we have collected indicates that over this decade the proportion of women doctorates produced at these two universities was 26 percent—a figure approximately equaling the percentage of women hired by Queens from these two institutions (27 percent).

The third and most complicated issue raised by the model of sex differences in occupational income shares is that of equal pay for equal work. In other words, are women paid less than men for performing the same work? Some enthusiasts have argued that the fact that the average salary (and rank) of female doctorates is lower than that of men is *prima facie* evidence of discrimination. Such an argument, however, is unconvincing because of the possibility of differences in quality or productivity between the sexes as measured, for example, by experience and publications. Thus if women have less teaching and other professional experience than men because they have, perhaps, interrupted their careers to raise children, and as a result, receive lower salaries, that is not, in our opinion, an example of employer discrimination.

It is not our purpose here to discuss the desirability of women interrupting their careers for purposes of childrearing as opposed to men or community child care facilities serving the same function. However, in our opinion, it is inappropriate to blame the individual employer for not compensating a woman for such absences from the labor force.

III. MODEL OF SALARY DISCRIMINATION

The question remains of how to determine the extent, if any, of sex differences in salaries in academia in the context of allowing for possible differences in professional experience and other qualifications. For the academic year 1971-72 the average fulltime salary of men at Queens College was $19,897 while for women it was $17,592—for a gross difference of $2,305. To see to what extent this difference is related to differences in qualifications, experience or "productivity" between the sexes, we utilized the available data to construct a linearized model of the determinants of academic salary at Queens College as follows:

(1) $\text{Salary} = A_0 + A_1\text{DOC} + A_2\text{EXPER} + A_3\text{PUB} + A_4\text{HONORS} + A_5\text{SEX} + E$

where DOC indicates whether or not the individual holds a doctorate degree; EXPER is a set of variables indicating teaching experience at Queens and elsewhere as well as other experience; PUB is a pair of variables representing articles and books published; HONORS, as a proxy for ability and/or recogni-

tion, is the absolute number of professional honors received (e.g., Phi Beta Kappa); and SEX is a dichotomous variable which takes the value of one for males and zero for females.[2] A precise definition of all variables as well as their average values, based on an enumeration of all women in the College and on a one in two random sample of men, is contained in Table 2.

Perusal of Table 2, which contains the OLS estimates of equation one, indicates some interesting results. Individuals with a doctorate degree earn $2,428 more per year than those without it; each year of teaching experience, at Queens or elsewhere, is worth about $360; nonacademic "life" experience is worth $63 per year; holding all the above constant, teaching for a number of years without a doctorate, as expected, diminishes one's income—in this instance by almost $200 per year; honors, which may be a proxy for various aspects of ability or recognition, are worth almost $500 each; articles are worth $58 apiece, while each book is worth $149.[3] Finally, a most striking result is that sex is a highly significant predictor of academic salaries. Equation one indicates that *holding constant all the above factors, women faculty earn $2,048 less per year than men faculty.*

To what factors can we ascribe this "adjusted" difference in salary between men and women of 10 percent? Possibly men tend to be in higher paying fields (e.g., Physics vs. English), or they are better teachers, or they produce higher quality publications than women, or they offer more "service" to the College.[4] In a separate analysis, which controlled for broad academic groupings (Natural Sciences, Social Sciences, Humanities and Education), we found that there were no significant differences among these groups and that holding them constant did not appreciably affect our measure of male-female differences. Casual examination of student evaluations of faculty at Queens suggests that men do not score higher than women. And even if men do produce higher quality publications (a proposition difficult to verify), the fact that publications seem to play such a small role in determining salary at Queens suggests that this factor would not account for very much of the salary differential. Regarding service to the College, it is true that women have been conspicuously underrepresented in positions of chairperson, dean, and as members of important college and departmental committees. However, by all accounts, service to the College has been given relatively little weight in determining promotion at Queens, and thus can be expected to account for very little of our observed $2,048 differential.

To answer the question, "In which academic disciplines is the adjusted male-female salary differential the greatest?" we segmented our sample by academic discipline. Examination of Table 4 (which contains the regression coefficients on SEX for estimates of equation one for the various (grouped) disciplines, indicates that in three of the divisions (in descending order of magnitude), Natural Sciences, Humanities, and Education the salary differential is significant at conventional confidence levels. The coefficient on SEX in the Social Sciences, although positive, does not appear significant, indicating that one cannot say with any statistical confidence that a salary differential exists between the sexes in the Social Sciences.

IV. SOURCE AND TREND OF SALARY DIFFERENCES

Because Queens College has a system of automatic salary increases within each rank, the sex differences in salary noted in this study must have occurred either at time of appointment or promotion. To determine at which point this happened we employed the same model and variables as in the equation 1 above, and estimated several additional equations, from which we derived the following results:

1. Over the entire period 1937-1972 there is statistical evidence of sex differences in rank at time of appointment. This is true when the sample included all appointments as well as when the sample was restricted to those appointed at the rank of assistant professor and below.[5] We estimated this result by employing Rank at appointment as the dependent variable with Ph.D., Experience, Honors and Sex as the independent variables.

2. On the basis of a limited test, we could find no evidence of sex differences in promotion. This conclusion was reached by employing Current Rank as the dependent variable with the independent variables, Rank at appointment, Ph.D., Honors, Experience, Publications, and Sex, and finding no statistical significance in the sex coefficient.

3. Dividing our sample into two time segments, those appointed in the years 1966 and earlier (n=185) and those appointed in the years 1967 and later (n=251) and, again restricting our sample to those appointed at the ranks of assistant professor and below, we found that there was a sex difference in rank at time of appointment in the 1966 and earlier period but not in the 1967 and later period according to our tests of statistical significance.

4. To determine if there has been any change in sex differences in salary over time, we divided the sample of those appointed at the ranks of assistant professor and below into several groups according to their year of appointment. We did in fact find a marked reduction in these differences over time. For those appointed from 1937-1968 (n=263 or approximately 60 percent of the total sample), the sex difference in current salary was $1,632 (or 8.0 percent of the average current salary of $20,383). For the period of appointment including 1969 and later (n=173 or approximately 40 percent of the total sample), the sex difference in current salary continues to be statistically significant but the amount was reduced to $659 (or 4.6 percent of the average current salary of $14,472). This finding of continued, albeit reduced, sex difference in current (1972) salaries for those appointed at the ranks of assistant professor and below since the year 1969 provides indirect evidence that the differences occur at the time of hiring. This conclusion is warranted because very few of this sample have been promoted in the few short years since their appointments, and almost all have received equal salary increases over the period.

When we segment our sample even finer to include only those appointed at the ranks of assistant professor and below for the period 1971 and 1972 (with n=56 or 13 percent of the total sample), we find no statistical evidence of sex differences in salary. This finding, however, should be viewed with great caution, due to the fact that the sample for this short period is relatively small.

V. CONCLUSIONS

On the basis of the above analysis, we emphasize our conclusions.

i) Even according to the most recent data, women lag far behind men in the receipt of doctoral degrees. Over the decade of the sixties women accounted for less than 15 percent of the degrees conferred nationally and 26% locally, and the employment record in terms of number of women hired by Queens College seem reasonably equitable in terms of these availability statistics.

ii) There appears to be a significant sex difference in salary at Queens College. Holding constant all the available measurable factors that seemingly determine salary, women are paid about $2,000 per year or 10 percent less than comparably trained men.

iii) Salary discrimination appears greatest in the Natural Sciences, next in the Humanities and relatively least in the Education department. In the Social Sciences we find no statistical evidence of salary discrimination on the basis of sex.

iv) For those appointed to the ranks of assistant professor and below, there is evidence of sex differences in rank at time of appointment for the period 1937-1966 and not for the period since 1967.

v) For those appointed to the ranks of assistant professor and below there appears to have been a decrease in the magnitude of the sex differences in salaries over time.

vi) Our results support the conclusion that the observed sex differences in salaries have resulted largely from differential salaries at time of appointments.

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*This paper would not have been possible without the able research assistance of S. Hamovitch, Z. Kehishen, and R. Marino.

1. In contrast to a narrow economic definition relating discrimination to the concept of opportunity cost, we define discrimination in accordance with the 1966 Civil Rights Act as "less pay for equal work."

2. A similar model was used by Astin and Bayer (1972).
3. An alternative estimation in logarithmic form yielded quite similar results. For expositional ease only the arithmetic results are presented. Note that in the logarithmic version the coefficient of BOOKS was significant at the 95 percent confidence level. Also, separate estimates for males and females yielded virtually identical estimates of the sex difference in salary.
4. On the other hand, it could be argued that we have "over-adjusted" the sex differences by holding constant honors and publications which may themselves be somewhat sex determined.
5. The advantage of restricting the sample to this group (assistant professor and below) is that faculty hired at the higher levels of associate or full professor are likely to be judged very heavily on such factors as quality of publications, variables which we cannot measure and include in our equation. It is worth noting that hirings at assistant professor and below have comprised almost 90 percent of all new appointments at Queens.

REFERENCES

Astin, H.S.
"Sex Discrimination in Academe." By H.S. Astin and A.E. Bayer. *Educational Record,* Spring, 1972, pp. 101-118.

Chase, J.C.
Doctor's Degrees Conferred By All U.S. Institutions, By State, Academic Field, Sex, and Institution 1960-61 Through 1969-70. By J.C. Chase and E. Burnett. H.E.W., Washington, D.C., January 1972.

TABLE 1: PERCENT DOCTORATES GRANTED TO FEMALES BY ALL U.S. INSTITUTIONS AND PERCENT OF HIRINGS OF FEMALE DOCTORATES AT QUEENS COLLEGE BY ACADEMIC DIVISIONS, 1960-69

	All Divisions	Social Sciences	Education	Humanities	Natural Sciences
Doctorates Granted All U.S. Institutions*	14.3	10.9	20.0	24.1	10.3
Doctorates Hired at Queens College*	23.1	9.9	39.2	28.4	11.7

*SOURCES: i) Doctorates Granted in U.S. Institutions from Chase and Burnett (1972); ii) Doctorates hired by Queens College from University files, calculated by authors.

Divisions include the following departments:

Education: Education
Social Sciences: Anthropology, Economics, History, Philosophy, Political Science, Sociology
Humanities: Art, Classical Languages, Communication Arts and Sciences, English, German, Linguistics, Music, Romance Languages, Slavic Languages
Natural Sciences: Biology, Chemistry, Earth and Environmental Sciences, Mathematics, Physics, Psychology

TABLE 2: DEFINITIONS OF VARIABLES AND SEX DISTRIBUTIONS

Variable Name	Definition	Average Males (N=287)	Average Females (N=219)
Doctorate	One if individual holds doctorate, zero otherwise	.75	.55
Teach at Queens	Number of years fulltime teaching at Queens	6.26	8.57
Teach Elsewhere	Number of years fulltime teaching elsewhere	5.33	7.02
Other	Age minus total teaching experience minus 20	8.48	7.80
Nondoc. Exper.	Number of years of teaching experience without doctorate	4.25	9.52
Honors	Number of professional honors	1.81	1.92
Articles	Number of articles published*	8.41	5.06
Books	Number of books published*	.78	.66

*In compiling publications, we did not count those appearing after the individual attained the rank of full professor. This is because the salary increments within ranks have been automatic at Queens and thus publications cannot influence salary at that level.

TABLE 3: REGRESSION RESULTS

Independent Variables

Doc.	Teach Queens	Teach Elsewhere	Other	Nondoc. Exper.	Honors	Articles	Books	Sex	Constant	R^2
2.428*	.355*	.365*	.063*	-.190*	.487*	.058*	.149**	2.048*	10.64	.60
(5.68)	(13.11)	(10.41)	(3.05)	(6.51)	(4.92)	(3.69)	(1.76)	(6.03)		

(Dependent Variable is salary, Academic Year 1970-71, 000's)

"t" statistics in parenthesis

* indicates significance at greater than 95 percent confidence level.

** indicates significance at greater than 90 percent confidence level.

TABLE 4: MALE-FEMALE SALARY DIFFERENCES BY ACADEMIC DIVISIONS*

Natural Sciences N=96	Humanities N=186	Education N=156	Social Sciences N=68
$3,784	$2,139	$1,287	$609
(3.70)	(4.45)	(2.36)	(.44)

*Amount by which males' "adjusted" academic salaries exceed females' "adjusted" academic salaries.

Note: Salary differences represent coefficient of SEX derived from estimating equation one for each discipline. "t" statistics in parenthesis.